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CONTENTS



EDITORIAL—Have You Written That Article Yet?	1
The Art of Survival Susan B. Riley	2
Use of Community Resources in Rural Schools R. E. Tidwell	10
Some Suggestions on How to Make College Classwork More Interesting Gus Turbeville	16
Education for Leadership John Owen Gross	22
English Manual for Teachers Ed Duncan	41
Gypsy Gold Mildred D. Hoyt	45
Security for the United States F. E. Engleman	49
Peabody Bimonthly Booknotes	53

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PEABODY JOURNAL OF EDUCATION

VOLUME 24

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NUMBER 1

HAVE YOU WRITTEN THAT ARTICLE YET?

This is written particularly in the hope that it may be read by some of the younger teachers. It is particularly an exhortation for them to do more and better writing. It is written to deny that writing is a matter of inspiration; to affirm that anything well written bears more kinship to sweat than to any joyful upsurging of the spirit; to assert explicitly the falsity of the oft made statement that writing tends to lay a restraining hand upon the creativity of instruction. On the contrary it can and does add certainty and sensitivity. To be sure, too much writing can weaken teaching. So can too much eating, or too much sleeping, or too much working in the garden. But this editor in his entire experience has known few indeed who wrote at the expense of their teaching. For every one of them a thousand have gone bereft of those undoubted virtues which writing can yield.

The written word, by its very nature, is more carefully and cautiously produced than the spoken word. There is then the discipline involved in the gathering of materials for writing and in its formulation. There is the enlargement and clearer conception of the subject matter which is the inevitable consequence of honest writing. There is the commitment of the achievements of search and reflection into a medium for more enduring than the word merely uttered. Last, and not least, writing affords an opportunity for a teacher to give a wholesome currency to her instructional merit.

A published article a year is one of the most potent of professional vitamins.

THE ART OF SURVIVAL*

SUSAN B. RILEY

Regional Vice-president of the Southeast Central Region of the American Association of University Women

The Smithsonian Institution has a new exhibit. It is intricately wrought of old bones and gutta-percha and based equally on fact and imagination. Its creators are proudly sure that it is a complete and accurate reproduction of the extinct dodo. *Time* (February 4, 1946) in recording the scientific event comments thus:

The late, famed dodo bird died of stupidity sometime during the 17th Century. A clumsy, pigeon-like groundling, larger than a turkey, the dodo lived on the Indian Ocean island of Mauritius. Life in that restricted world was so safe and so easy that the dodo became defenseless. With the arrival of settlers on Mauritius, the birds were slaughtered by man and beast. The dodo's flesh was tough and tasteless and it might have survived in spite of its dim-witted clumsiness—but pigs smashed the eggs and monkeys ate the young.

I never knew the dodo. Viewing its picture, I have no regrets that I never knew the dodo. But in my early years as an undergraduate I had an experience which I still recall with pleasure. Our geology class had been taken on a fossil-hunting expedition in a near-by range of hills. Walking down the bed of a stream which had cut its way deep through the fossil deposits, I reached up and from the bank above my head dislodged a small stone no longer than my little finger, tapered at each end with two partitions across the middle, like a tiny Indian canoe. The instructor looked puzzled over it and took it home for identification. A few days later she put it back in my hand with the comment, "Susan, you have found an ancestor of the Chambered Nautilus."

The earth, the very ground under our feet, is filled with vanished forms. Bryant could have meant more than the mortality of man when he spoke of the earth as one mighty sepulchre and "All that tread the globe are but a handful to the tribes that slumber in its bosom."

*Address delivered at the Ninth Biennial Conference of the Northeast Central Region of the American Association of University Women, Chicago, May 10, 1946.

For layer upon layer, round upon round, are laid the vestiges of forms that once lived and populated the earth. Some of these through weakness, through stupidity, through lack of ability to adjust themselves to changes in water, air, heat, and cold, "Striving blindly, achieving nothing," died, perished,

..... and no one asks
Who or what they have been,
More than he asks what waves
In the moonlight solitudes mild
Of the midmost Ocean, have swelled,
Foamed for a moment, and gone.

But other forms have evolved, have moved into higher manifestations of life, have, like the nautilus, been prepared to leave "the past year's dwelling for the new," to recognize when a shell has been outgrown and a past has been low vaulted, and have had the ability and courage to build new temples. To the first type, a new era has always spelled death; to the second, a greater life.

Man's life has never been easy. It has never been static. It has been subject to mutations, to natural calamities, to wars and injustices. But somehow man has survived, has in some of his spiritual and physical phases occupied higher and higher planes. But now in the thinking of many people he faces the greatest threat to his survival. He has the choice of becoming an exhibit in a museum or an ancestor.

For on August 6, 1945, man moved into another new era, one to challenge all his powers of adaptability carrying as it does the promise of an expansion into the universe or a contraction into annihilation. It is not my purpose today to talk about the destructive powers of the atomic bomb or its implications in international relations. I am not scientist nor economist enough for that. I can only glimpse the meaning of the Atomic Era darkly and be filled with awe and fear. For only the ignorant are today fearless. The wise are humble, baffled, and filled with a sense of urgency lest there perish not necessarily Man, who has often proved himself tough and ingenious, but to any degree whatsoever those qualities of mind and spirit which mark his slow upward climb from primordial days.

In that important document, "Modern Man Is Obsolete," which first appeared a little more than a week after the cataclysm of Hiroshima, Norman Cousins said:

Whatever elation there is in the world today because of final victory in the war is severely tempered by fear. It is a primitive fear, the fear of the unknown, the fear of forces man can neither channel nor comprehend. This fear

is not new; in its classical form it is the fear of irrational death. But over-night it has become intensified, magnified. It has burst out of the subconscious and into the conscious, filling the mind with primordial apprehensions. It is thus that man stumbles fitfully into a new age of atomic energy for which he is as ill equipped to accept its potential blessings as he is to counteract or control its present dangers. (SRL, August 18, 1945)

More recently Archibald MacLeish commenting on the historical parallel between the intellectual and moral crisis which followed the end of the First World War and the one in which we now find ourselves points out this difference between the two problems:

The crisis of 1918-19 was a crisis of hope—of hope turned to disappointment. Ours is a crisis of fear—of deliverance shaped as fear. The crisis of 1918-19 was a crisis in which men remembered that they had once talked of peace without victory. Ours is a crisis in which men discover that they are beginning to talk of victory without peace. The world, in the months immediately following the Armistice of 1918, breathed a deeper breath of hope than ever in its history before. What happened afterward was the disappointment of that hope. We, in the months immediately following the complete and crushing destruction of our enemies, feel only apprehension. ("Victory without Peace," SRL, Feb. 9, 1946, p. 5)

We need no confirmation other than that of our own hearts to know that we are a fear-ridden people. The non-intelligent man admits his fear in his very denial of it, in his pitiful attempt to rebuild the old world in which he felt safe, like a child who opening a door on a new vista is alarmed by its very strangeness and closing the door quickly goes back to the four familiar walls which have bounded him. Perhaps you saw the recent cartoon of a stretch of sand with here and there the figure of an ostrich, its long, ungainly neck, on which presumably there was a head, disappearing into the sand, its rear elevated grotesquely, and underneath the caption, "Back to normalcy." But intelligent man recognizes the causes for his fear; he sets about to remove those causes. But above all, it seems to me, he nullifies his fear with faith. In a time of denial, he makes his affirmations, and lest he be accused of being moral but ineffectual, he translates those affirmations into actions, his faith into faith with works.

In the last number of the *General Director's Letter* (March, 1946), Dr. McHale said:

Straight away, then, we must decide that nothing is more important to our post-war effort than guaranteeing the continuance of our trust as university women, to maintain and strengthen the best elements of civilization. This will require the utmost in vision, courage, and skill, but the process will convert routine into high adventure.

What are some of those elements in our civilization and those qualities in man at his best which in these threatening times we need to maintain and strengthen? The first imperative, it seems to me, would be the purity and clarity of our thinking. For it is by the act and nature of thought that man is distinguished from other animals, and individuals within the human race are distinguished one from another. For all, but particularly for those whose instrument of thought has presumably been sharpened by the discipline of higher education, the times call not for evasion but for exactness, not for an emotional and subjective coloring of events but for a realistic and logical interpretation of them. On the power of right thinking, Pascal has said:

Man is but a reed, the most feeble thing in nature, but he is a thinking reed. The entire universe need not arm itself to crush him. A vapor, a drop of water suffices to kill him. . . . All our dignity, then, consists of thought. By it we must elevate ourselves, and not by space and time which we cannot fill. Let us endeavor then to think well: this is the principle of morality. By space the universe encompasses and swallows me up like an atom; by thought I comprehend the world. ("The Philosophers" quoted in SRL, August 18, 1945, p. 6)

More and more in recent years, in this comprehending of the world, man has become conscious of the oneness of mankind, has begun to realize, however dimly, that for purposes of the common good, now even of the common survival, mankind is not divisible into racial and national parts. After a period of materialism and individual and national aggrandizement, we are again seeing the transcendental vision of the Unity of all things.

No man is an island entire to itself.
Every man is a piece of the continent,
A part of the main.
If a clod be washed away by the sea,
Europe is the less,
As well as if a promontory were,
As well as if a manor of thy friend's
Or of thine own were.
Every man's death diminishes me,
Because I am involved in mankind.

If we believe that we are involved in mankind, there are certain current issues on which we stand committed because of this belief—government loans to less fortunate nations, food for starving peoples, better relationships among races, the sharing of the secrets of harnessing atomic energy. Full acceptance of the idea would mean the end of exploitation, the correction of economic injustices, the disappearance of war itself.

So important is the idea of mutual dependence among the nations of the world and the necessity for insight into the relations among them, that in the future the children in our schools should be required to learn not only that preamble to our great national document which begins "We the People of the United States in order to form a more perfect union . . ." but also the one which says "We the people of the United Nations determined to save succeeding generations from the scourge of war . . . to reaffirm faith in fundamental human rights . . . to establish conditions under which justice and respect . . . of international law can be maintained, and to promote social progress and better standards of life in larger freedom," and moves on to that climax in man's thinking ". . . do hereby establish an international organization known as the United Nations."

Those of us who believe in the unlimited possibilities of directing men's actions by influencing their minds (which we briefly call education) feel that the most important division of the United Nations Organization is the Educational, Scientific, and Cultural. To that phase we university women should give our whole-hearted attention, studying the Constitution ourselves, bringing it to the notice of others, and being prepared individually and through the program of the national AAUW to implement its purposes and functions through the support of popular education for all peoples, the international exchange of teachers, the preparation and distribution of printed materials "to prepare the children of the world for the responsibilities of freedom," and to those other functions to which the UNESCO stands dedicated.

In the constitution of the UNESCO the governments of the states who were the contracting parties declared "that since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed"; and "that a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting, and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind."

But it is not only education in international relations with which we need to concern ourselves. Public education within our country is facing one of the major crises in its history. Children of migrating parents drifting in and out of schools, inadequate buildings, overcrowded classrooms, abridged and antiquated curricula are common to practically all school systems. Such conditions should be headlined in our daily papers. They are more important to the welfare of our nation than a prison riot, than murders by degenerates, than strikes,

or curtailment in production. For after these things are adjusted and forgotten the effects of limitation in our educational program will be still felt in the lives of the children grown to maturity.

The most acute educational problem which we face, however, is the shortage of teachers. Not enough young people of superior ability are going into teaching as a profession. Statistics are not lacking to prove this. Vocational data gathered from high schools show that only a small number from the graduating class plan to go to college and prepare for teaching. Graduates from colleges, even teachers colleges, show little enthusiasm about teaching. Teachers who left the field for some form of war service are not returning, and those still in the classrooms are beginning to look longingly at greener and less rocky pastures. For a strange thing has happened. For generations we have pitied the poor teacher, pitied her because she could not get married and had to teach, pitied him because he was not man enough to do anything else. We have made fun of old-maid school teachers and spent our childhood pennies for comic valentines of them. We have bestowed a kind of contemptuous pity upon them because they were poor and having them at our mercy have done little to relieve their poverty. But teachers no longer need pity. They are, in fact, weary of it. They have discovered that the world is filled with things they can do and do well, and although some of them genuinely love the art of teaching they are finding too hard the actual or prospective burden of long hours, exacting schedules, low returns on the initial investment in preparation, an uncertain economic future. Having the chance now to choose from many desirable occupations, they have freed themselves from pity. Pity instead the poor child under the care of incompetents, pity the parents, the community, the nation—all of whom will feel the effects in due time of any educational lag or lack. In education "there is no substitute for a good teacher," and any school, elementary or university, is no better than its faculty. If I were to propose any one common project for the 900 branches of the AAUW, it would be that each one within its community should start a deliberate campaign to make teaching in its schools so attractive that superior young people would deliberately fit themselves for positions there. And, making teaching attractive means more than raising salaries. It means, also, the chance for a normal life, for social acceptance, for creative experiences to balance deadening routine, and the full dignity and status of a professional life.

There is still another phase of education which we should at this time feel a heightened responsibility for, the most personal and feasible of all, the continued education of ourselves. For the slow process of learning is never done. How simple it would be if at birth a child

were given a one-way ticket on the Education and Knowledge Railroad running between Kindergarten and College Degree. But there is no terminal for this line of communication. It is easy to lose our zest for learning, to become indifferent to the challenge of new ideas, to read and think below our maximum intellectual power. To the continued education of college women our Association is dedicated and our very membership in the AAUW is proof that we have in turn dedicated ourselves to this end. But a passive absorption of learning is not enough. A truly educated person should feel a definite and personal responsibility for evolving in his own thinking a pattern of the world as he wishes it to be. The test of the validity of his education is the active assistance he gives towards making this pattern an actuality.

When the Persian poet grieved that he and his Love could not conspire with Fate "to grasp this sorry scheme of things entire," his chronology of shattering the world to bits and then remolding it nearer to his heart's desire was that of wishful thinking. In the hard realism of our times, we know that we must remold it first so that it may not be shattered to bits.

All my comments on this art of survival seem to be narrowing down to mind versus matter, the control which the educated and moral intellect can have over physical forces. The power of education is greater than even the power of the atom. But man in his pursuit of learning has left a gap between the science of invention and the art of living together. In the former he has outdistanced even his own imagination; in the latter he knows less than the Greeks did. It has been said that we have become a race of scientific supermen and social illiterates. To level the difference between the two, to fill in the void between scientific and humanistic values is the main function of the education of the future.

One final word. I like Chase Going Woodhouse's epitaph which she has composed for her own tombstone: "She was born a woman. She died a person." Yet we must not forget that we are women, that we have abilities and interests which are primarily feminine. One of the contributions which we have made to the history of culture is preservation. In the long evolution of society, generic Man has represented the forces of destruction, generic Woman of conservation. To her particularly belong such responsibilities as the protection of little children, the guiding and stabilizing of youth, the preservation of those deep, lasting, moral values which are the fibers holding Society together.

Women have more power than they have dreamed of. If their latent

strength was once aroused and organized, they could accomplish miracles. They could even stop war. For women have no love of war. No pomp and glory, no political and economic schemes, no personal gain can change their belief that it is wrong to kill the young of the race and destroy homes and property. It is true that in the aggregate there have been only 300 years during which the world has been free of war. But this has been a man's world. If women care passionately enough to consider the whole world their home and if women of all nations and races would unite, they could speak out boldly and say: "No more of this talk of World War III. Find other ways to settle your differences. But we'll have no more of war. For in this Atomic Era we must live at peace if we would live at all."

What does all this have to do with the dodo? The dodo brought about its own extinction. Ceasing to exercise its wings in the far upper reaches of the air, it lost the use of those wings and became a groundling. Forgetting to look up and beyond, it became myopic and could not see stronger birds of prey swooping down upon it. Constantly feeding in lush lands, it grew fat and cumbersome. It became careless of its young. It neglected to surround its home with security. When in the natural scheme of things there seemed to be no good reason why it should continue to breed others like itself, it ceased to be.

A pessimist might for effect here draw a parallel. He might speak of a museum of the future with some strange creature as curator pointing to another exhibit of old bones and gutta-percha with underneath the legend: "*Homo non sapiens*. He perished of stupidity." But even for the sake of a dramatic conclusion I cannot agree with that. Man has wrought too painfully and too greatly to be swept away into oblivion. By that faculty which distinguishes him from lower animals he can survive destruction by even that which he himself has created. For reed though he be, he is a thinking reed, and through his intelligence purified and clarified by the right educative forces he can move on to higher planes. To that end we, as women charged with the preservation of culture and as educated people whose responsibilities are made greater through our privileges, stand committed.

USE OF COMMUNITY RESOURCES IN RURAL SCHOOLS

R. E. TIDWELL
University of Alabama

Every wholesome thing in a community should be an available resource for use in the schools. This may be a trite way of expressing it, but it is nevertheless true. In view of the proper limitations which I must observe because of the nature of the topics preceding and following this discussion, I propose to confine what I have to say on the subject assigned me to two parts. The first part will have to do with a brief analysis and a listing of the resources of the rural community. The second part will be concerned with the identification of appropriate ways and means of bringing these resources of the community into the program of the schools.

THE RESOURCES OF THE RURAL COMMUNITY

Human Resources Available

While all the resources of the community, material and otherwise, have certain values for the schools, they vary in the extent to which they can be utilized to satisfy human needs. It seems desirable here to classify human resources under three headings: individual, voluntary organizations and institutions, and governmentally-supported agencies. The list of individual resources available to the schools is most varied and would be too long to give consideration here. Enumeration of some types of these resources, however, will indicate the richness and variety of this source. Through interested individuals in the community, the school can secure aids on technical, social, agricultural, professional matters, and in many other fields.

To go a little further into the details, we can supplement the activities of the traditional school program with a wide range of helps from individuals living in or near the community. For example, a member of the community has been a visitor to the Panama Canal and other tropical lands. He has a collection of interesting samples of the products of these lands. He will be able to discuss informally with the children many things that would be of interest to all which would

bring enrichment and reality to the learning of the children, and at the same time would influence their intellectual growth and understanding of other peoples who make up our world of today. Again, the school may be providing opportunities for plays and a variety of other group activities of interest to the community at large. It may be discovered that the lighting of the school building is not adequate for the proper presentation of these activities. An electrician is needed to help student and faculty committees solve this problem. A man in the community is found who is able to give the technical assistance required for planning and rearranging the lighting on the stage for the dramatic groups. There may also be a need for planning suitable lighting effects on exhibits and the like which other groups have prepared. These are only illustrations of the use of resources possessed by individuals in the community which may be drawn upon and utilized in enriching the experiences and stimulating the learning growth of children.

Included under the general heading of voluntary organizations and institutions, there are many groups which render service to the schools in such fields as education (P.T.A.), health (clinics), agriculture (the farm bureau and farmers union), special trade associations (such as those for Hereford cattle owners), cooperatives of many kinds, Chambers of Commerce and other business groups, labor groups, and church and religious organizations. All of these serve as a resource pool for the rural school. It is here that practice is given in meeting the obligations of citizenship and in seeing that responsibility and opportunities for appropriate action grow out of normal situations involving children and the people of the community working together for the improvement and betterment of living. Many of these organizations and agencies have abundant resources which can be utilized educationally in connection with the work of the schools. The service in nearly every case is mutual.

The third type of human resources available is that provided through governmentally-developed agencies. In the rural community probably the farm and home extension service comes to mind as of primary significance. Closely associated with this in educational value are the supplementary services involved in soil conservation leading to better land use, improved forestry practice, and the like. Public health services have an essential value as a resource in building and maintaining better health as an important social and economic asset. A county planning board, with a branch community planning board, associated with the State Planning Commission may be utilized as a rich resource which can be brought in for the improvement of community living and the learning activities of the schools. Of great concern, and too often overlooked in rural situations, are the resource values of and

the need for a publicly-supported program of recreation, including provision for parks, playgrounds, swimming pools, and the like. It is clear that in the modern community there are many organized governmental services that have high values as resources available for use in enriching the educational program of the school and community.

Natural Resources Available

Let us turn now to the identification of the natural resources which may have an important use in the program of activity of the schools. Under one heading we have grouped those resources which are of intimate concern of the rural school and for the proper utilization of which there is heavy responsibility on every citizen of the community, including everyone who is primarily engaged in providing for the education of the children. Coming first on the list of resources is the soil. Any school, city or rural, that does not seek to develop a respect for and, indeed, an eagerness to support a program for the optimum use of the soil, is, in my judgment, failing to cooperate with a fundamental policy essential to the maintenance and the very existence of the human race on earth.

With slightly less emphasis, the same can be said of the resources we possess in our forests, farm woodlots, in the streams that provide drainage for the farm lands. There are also valuable resources which can be made a part of the school program, involving wild life, game, and fish. These add not only to the enrichment of and give variety in foods, but equally as important, offer opportunity for wholesome recreation and sports, and at the same time release from the strain of too much routine so often associated with farm occupations.

Again, in a study of the natural resources there are those that require an intelligent understanding on the part of all as essential to good citizenship. To the extent that these resources are available in a given community, they become often associated with those groups already given. In any case, there is sufficient reason for every community to bring about contact with the natural resources other than soil, forests, water, and wild life on the farm to justify including them in the basic work program of the schools. Minerals, such as coal, iron, clay, stone, etc., are so intimately interwoven into the materials of our civilization that it is not possible to conduct a well-integrated school program without building up an understanding of and including in appropriate situations wide uses of minerals of all kinds, even so-called precious metals and jewels.

In the broadest sense, a community has joint responsibility with many other communities for the proper use of the larger streams,

ponds, rivers, lakes, harbors—all of those age-old economic and social relationships which people have developed where their lives have touched streams and bodies of water. Many occupations and varied forms of recreation are associated in a multitude of ways with the many forms of water which accounts for three-fourths of the surface of our planet. Again, nature gives us plants and animals, all of which may be associated in one way or another with the work of the schools.

Time will not permit discussing further the matter of community resources. There is, of course, much overlapping in what I have said about the different varieties of both human and natural resources. The activities of the rural schools are closely related to and often based in the main on the continuous and wise use of these resources. Schools everywhere are missing their opportunity when they fail to make the program of the schools a part of the life of the community out of which it comes and for the service of which it is maintained.

BRINGING THE RESOURCES OF THE COMMUNITY INTO THE PROGRAM OF THE SCHOOLS

The major emphasis in the discussion of the topic assigned to me, "Use of Community Resources in Rural Schools," falls under the second heading as stated at the outset. From this point on the job is largely one concerned with building a curriculum for the school. To the extent that scientific facts developed in research have been translated into forms understandable by the laymen and expressed in language that can be easily read by the pupils at the several grade levels, the work of the curriculum-maker is greatly simplified. Schools still are, and probably will continue to be, regarded as successful to the extent that the individual pupils find success in getting appropriate information from reading. The previous speaker has developed this aspect of the theme of the afternoon. Important as is this phase of the use of community resources which have their basis of interest in the materials round about us, the major responsibility of the rural school, as I see it, is to find ways of using discriminately both human and natural resources found in the environment so as to bring about improved ways of living and a deeper appreciation of personal and group responsibilities for family life and for good citizenship. Through books and other reading materials, through exhibits and other visual aids, including motion pictures, the modern classroom with a well-trained teacher becomes in the best sense a workshop. It may, in some cases, appear to be more or less a confused situation, but under the guidance of the well-equipped teacher, a study and use of these materials takes form in ordered progress and development in the work of the pupils.

Supplementing this study and use of materials taken from the environment and made a part of the learning situation of the classroom can be added, when needed, the human resources already referred to.

The school program with scope sufficiently broad to include all these elements in the curriculum builds towards orderly use of the human instrumentalities as well as towards a better understanding of and ability to work with the natural physical materials of the environment. I have already referred to the workshop method as a way of working. This, however, is only one of the methods that may be used. The wise teacher finds opportunity to build learning situations around individual and group interests of children as well as around major subject matter fields of the traditional school curriculum.

Moving on to still wider applications, the well-trained teacher of the rural school, or any school for that matter, finds opportunity with the pupils to explore the environment and in that way move out of the classroom as such into the larger learning situation which may be on the bank of a stream, in a nearby woodlot, a well-planned farm project illustrating good practices in farm management and soil conservation, or it may go to the nearby city for a study of the marketing conditions; or again, it may be to note the types of service in which farm boys and farm girls are engaged when they leave the rural environment and find work in towns or cities. Participation in these projects is the essence of sound learning.

The whole job of building the curriculum for the rural school in terms of the educational needs of the children is not something that can be done periodically in some curriculum laboratory on a college campus, or by a committee in the State Department of Education. Suggestions and consultative assistance can be provided from these sources, but the actual work of building a successful curriculum in terms of the needs of the children must grow out of the work of the teachers and pupils and people working together, making realistic uses of community resources in the day to day activities of the schools.

Since the speakers to follow me are charged with the responsibility of giving examples of the proper use of the resources of the community in building a good rural school, I shall refrain from the temptation which is mine at this time to give illustrations of good practices of which I am sure everyone here already has knowledge. I shall limit myself to stating a few situations in which excellent work in the use of materials of the environment in the program of the school have been utilized, with the further suggestion that those who are interested visit such schools or secure reports on the experiences which have brought the work referred to into prominence. I would suggest the

reading of the New Dominion Series, gotten out by the University of Virginia Extension Division; the story of the Holtville school, located in a rural community some 25 miles from Montgomery, Alabama; the materials developed by the Tennessee Valley Authority, primarily for use in the TVA schools, but valuable in giving suggestions for work in schools everywhere. There are numerous schools throughout the South that could be described, but time limitations will not permit.

I close by calling attention to the South-wide program now in process of development in practically all of the southern states, involving workshop programs for the development of better understanding and wider use of natural and human resources in the schools. The study of reports on the schools mentioned and other activities in this field dealing with the use of our natural and human resources, for example, the TVA, the Committee on Southern Regional Studies and Education, by any well-trained rural teacher will enable her to pass through the doors of the classroom into the larger resources of the community and to build for a more abundant living through optimum use of these resources, and at the same time bring about an enrichment in the living of rural communities. This will do more than anything else to maintain an equilibrium between rural and urban life in America, and at the same time will provide learning and growth of children as a *part of life* around them rather than just *about life* largely in the past tense and apart from reality.

J. R. ROBINSON, *Registrar*

Dr. J. R. Robinson, Registrar of Peabody College since 1926, died May 31. He was one of the most important of the nation's registrars and a stalwart force in the upbuilding of Peabody College.

SOME SUGGESTIONS ON HOW TO MAKE COLLEGE CLASSWORK MORE INTERESTING

GUS TURBEVILLE
Michigan State College

Throughout my elementary, high school, and college days, I have been particularly impressed by how dull and dry most of my classes have been. I have seen innumerable students drop out of school all along the way because, as they put it, they "couldn't stand the grind any longer." The fact that student after student has been dropping out of school has not puzzled me because I have sometimes had leanings that way myself even though I have managed to be graduated from one university and am now doing graduate work at another. What has befuddled me, however, has been the fact that teachers have permitted the learning of new things to constitute anything but the experience of joy and excitement that new knowledge should incite. Now that I am interested in eventually going into the teaching profession myself, I want to speak my mind about some of the evils in it as I see them, and also I want to make some positive suggestions for correcting some of these foibles. Even though I have found most of my teachers and in turn my schoolwork from the first grade on boring, I shall concentrate my attention upon the college level since that phase of school life is freshest in my mind.

Physical comforts. Before a student can get much out of a class, he must have a comfortable seat—one that is good for writing as well as for sitting. The lighting should be adequate for all nuances of darkness, and the windows should be provided with shades to keep out the glare of a blinding sun. In the winter, sufficient heat should be provided so that the student doesn't feel uncomfortable, and in the summer, several noiseless fans should be strategically placed about the room or better still, it should be air conditioned. Finally the whole appearance of the room should be restful to the eyes. By that I mean that the walls should be painted a soft color, and should be kept clean throughout the year. Pictures of recognized artistic value should adorn the walls in an orderly way, and for certain classes, well-kept maps would not be inappropriate.

The teacher. Probably the most important factor in the success or failure of any class is the teacher. I had one teacher who made a course on marriage and the family very tedious, whereas I had another teach-

er who made me look forward to attending his logic class. Ordinarily, a course on marriage and the family would have been far more interesting to me than a course on logic, but the difference was in the two teachers. Perhaps it would not be out of order here if I presented some of the characteristics of a good teacher. First of all, the teacher should dress well. He should look neat and well groomed on all occasions, and should carry himself well. I have seen so many teachers who wore the same suit every day of the year that I got so that I knew practically every wrinkle in it. And the worst part of it is that their clothes are sometimes actually dirty and ragged. For any employed person, most of all a university professor, this is inexcusable.

It is very important that the teacher have a pleasing personality with a good voice. Along with this voice he should have a rich vocabulary, and above all, should use correct English. There is nothing more distracting than to hear a supposedly educated person use atrocious English. Perhaps the best adjective to use for the good teacher in this respect is "artistic." At least that is the adjective Witherington uses when he states:

The artistic teacher is polished in speech, in dress, and in manners. Any lack in these respects is absolutely intolerable. There cannot be artistic teaching without an artistic teacher. Slovenliness is not in order anywhere, most especially behind the teacher's desk. It may be easier to speak slang or jargon, to dress for comfort, or to behave like a rube, but a teacher's liberty must end where the rights and sensibilities of others begin. Refinement is a mark of the educated man, and is especially appropriate to a teacher.¹

Naturally the teacher should know the subject matter before attempting to teach it, and he should know what he is going to say before he goes into the classroom. In addition, he should not be a total blank in other fields. Before a person can be a good teacher in any subject, say physics, I think that it is necessary that he have a well-rounded education which would include subjects such as psychology, English literature, education, and history. Although the teacher should not be dogmatic or a know-it-all, he should have poise and be sure of himself instead of standing confused and undecided before his classes as I have seen some teachers do.

There is no place for a snob, least of all on a teaching staff. All teachers should place a high premium upon friendliness to their students, and should learn their names except, of course, when the size of a class makes this prohibitive. I don't believe I have ever known a college teacher who was unpopular who called his students by their first names. It's as easy to call a student by his first name as it is by his

¹ H. C. Witherington, *The Principles of Teaching*, New York: Prentice-Hall, Inc., 1939, p. 352.

last, and by so doing, the teacher causes an atmosphere of friendliness to prevail in his classes which even permeates among the students causing them to be friendly with each other. Not only should the teacher be friendly, but also he should be democratic. He should graciously and courteously accept opinions differing from his, and should in fact use every device at his command to stimulate independent thinking on the part of his students. Also, he should have a sense of humor, and use it to hold the attention of his students. However, it should never be used to ridicule anybody. Praise, not criticism, should be used by the teacher to encourage the student. "Criticism is for gods, not for human beings."²

The following list of traits or habit-systems as formulated by Witherington strikes me as being especially desirable for teachers:

acceptance of criticism	honesty	sympathy
sense of humor	sincerity	tact
willingness to cooperate	fair play	fortitude
fidelity to promise	punctuality	address
sense of duty	optimism	enthusiasm
good taste	refinement	reserve
open-mindedness	confidence	scholarship
sound judgment	adaptability	originality
unselfishness	courtesy	neatness
sportsmanship	patience	gentleness ³

Teaching. And now for the crux of the problem. Before a teacher can function effectively, he must first get the interest of his students. According to Heer,⁴ there are two kinds of interest: direct interest which has its interest in the object itself, and indirect interest which has its interest in the object as a means to an end. Naturally in school-work we should expect most of the work to be a means to an end, and therefore the interest would be of the indirect variety. As for means of attaining interest, I shall mention four, viz., desire for approval, collecting, the desire to master, and knowledge of present interests of students.

1. *Desire for approval.* Everyone likes to have his actions approved, and this universal desire should be utilized in teaching. The teacher should praise the work of those students who are making an honest effort, and conversely, should withhold praise from those who are loafing.

to relate the course to the dynamic outside world, and there is no

2. *Collecting.* One of the best ways to get the interest of students is

² A. Gordon Melvin, *Teaching*, New York: The John Day Company, 1944, p. 141.

³ H. C. Witherington, *op. cit.*, p. 345.

⁴ Amos L. Heer, *Steps to Better Teaching*, New York: W. W. Norton & Company, Inc., 1937, pp. 159-169.

to relate the course to the dynamic outside world, and there is no better way of doing this than to bring in current clippings which have a bearing upon the subject matter.

3. *Desire to master.* Probably everyone, at least subconsciously, wants to master a particular task once he sees the significance of it. Every effort should be made to give the students confidence that they can master the present work, and one way of doing this is to make the work rather simple and easy at first before gradually working up the gradient. It is very discouraging for students to go into a class on the first day, and hear the professor give an unusually long assignment for next time with the reminder that a term paper is required for that course so the students had better start planning for it now. Then the teacher mentions several books that will have to be read for that course, and by that time the harassed students are ready to crawl out the window. Wouldn't it be much better if the teacher won the confidence of the students on the first day by telling them that this was an easy course that they would find very interesting, and then tell them some interesting things that would be discussed during the year? Of course, a teacher can work his students just about as hard as he wishes after they lose their fear of a particular course and are confident that they can do the work.

4. *Knowledge of present interests of students.* This is an invaluable asset to any teacher, and can be easily secured from personal data sheets. I know of a teacher in sociology who knew that a goodly number of his students were in pre-medical work. Consequently, he gave numerous examples throughout that course of the sociological phenomena that are of value to the physician. Is it surprising that practically every one of those students registered for another course in sociology?

To make teaching more interesting to both the teacher and to the students, the instructor would do well to use variety in the manner that he conducts his classes. One day he might lecture, the next day he might lead a class discussion, and on still another day a student might give a special report. I have found, however, that as a rule the only thing more boring than some of the teachers I have had, has been some of the students with their oral reports. It might be wise for the professor to go over the student's report with the student before it is ever presented in class so as to eliminate those reports which might serve as oral chloroform to the other students. As another instance of variety, the teacher might occasionally begin the class by talking about tomorrow's big game or about a play that was held on the campus last night. These diversions are attention-getters, and help to make the student realize that the teacher is a human being after all, thus estab-

lishing good rapport between teacher and pupil. For another thing, the teacher might take the students on a field trip. But, and this is an important provision, the trip should be well planned, and the things which are visited should be recognized by the student as being pertinent to his course work.

Suspense is the thing that makes life worthwhile for many people, and there is no reason why this factor cannot be exploited in the classroom. I know a teacher who utilizes this factor to the fullest. He tells his classes that he is going to hypnotize someone for them at a future date, and that on some other date a film will be shown illustrating the various forms of epilepsy. This teacher is not bothered by students cutting classes because they are afraid that if they fail to come to class they will really miss something.

Another element that can help make a class more interesting is surprise. The student might come to class some day expecting to hear a lecture on the discovery of geometric progressions, but instead he hears a penetrating interpretation of new methods of teaching mathematics. This element of surprise keeps both the teacher and the pupil from getting "in a rut."

I have found that I have enjoyed small classes more than I have large classes because I seem to get to know both the teacher and the students better in the small classes, and as a result do not feel self-conscious about bringing up some point that I find puzzling. Of course, it is not always advisable nor feasible to have small classes, and studies indicate that so far as effectiveness is concerned, the size of the class is not an important variable.⁵

Although this might be a little off the subject of making college classwork more interesting, I should like to expound a little on tests at this point. I think that too many teachers and practically all pupils look upon tests solely as a means of discovering how much the student knows instead of rightfully looking upon them as an integral part of the teaching process. The teachers are more to blame for this unfortunate situation than are students because of the way the teachers handle the papers. In order for a test to do the most good, the paper should be graded closely and returned to the student promptly, and then the points that most of the students failed to grasp should be discussed in class. It is discouraging to get back a paper a month or so after a test has been given and then for the test to have no marking

⁵ Albert Ernest Brown, "The Effectiveness of Large Classes at the College Level: An Experimental Study Involving the Size Variable and the Size-Procedure Variable," *University of Iowa Studies in Education*, Vol. VII, No. 3, Iowa City: University of Iowa Press, 1932, *passim* and especially p. 29.

on it with the exception of a low grade on the outside. If the teacher doesn't like the paper, why doesn't he point out the flaws in it instead of leaving the student to guess why the paper was graded down? My opinion of a teacher who refuses to let a student see his test paper after a grade has been assigned to the student is too low to put into print. It indicates that he cannot defend the mark he gave the student, and in some cases the student has reason to believe that the paper was never even read. Such an accusation is serious, but all too frequently it is made. No instructor should ever give students cause to doubt his integrity and fairness.

PRESIDENT DENNIS COOKE

Professor Dennis Cooke of the Department of School Administration, resigned his position in Peabody College on July 15 to accept the Presidency of the teachers college at Greenville, North Carolina. The influence of his fifteen years of service at Peabody will endure.

EDUCATION FOR LEADERSHIP

JOHN OWEN GROSS

Secretary, Educational Institutions (General)
Board of Education of the Methodist Church

This time is recognized as a crisis period for both our democracy and the Christian Church. The nation now emerging from a war of gigantic proportions faces difficult adjustments both here and abroad. Professor Kenneth Scott Latourette of Yale University, in the Nobel Lectures delivered at Harvard University, 1940, stated then that the Church faced the most crucial time it had known since the Mohammedan invasion of Europe. Surrounded as it is by pagan, secular, and humanistic forces, the Church is acutely aware that its continuation depends upon its creating an environment friendly to Christian culture. The educational program, particularly as it points toward the development of leadership, needs to be set in the direction that will produce wise and dependable leaders. Historically, as Werner Richter notes, "the educational ideals of the West have always been characteristically in terms of a definite and exemplary type of person."¹ Now against this background, one will not be surprised to hear of an increased emphasis upon the making of the kind of citizens that are qualified to direct the destinies of our world. The crisis reveals the need for persons imbued with the ideals of Christian citizenship. To produce such persons has been the avowed hope inherent in our Christian culture.

The Christian culture prevalent in this nation is the result of a two-fold program—education and religion; religion typified by the little white church and education by the little red schoolhouse. These two institutions worked together in the building of our Christian culture. Sometimes one acted as a check upon the other but at least in the first three-quarters of the nineteenth century they operated together without serious conflict to produce Christian citizens.

The pioneers, in planning their educational program, acted upon an assumption such as Professor Ellwood succinctly expressed that "democracies cannot survive when the level of intelligence and the morality of the people are low. Democratic governments can rise only

¹Richter, William, *Re-Educating Germany*, p. 167.

as high as their source which is the intelligence and character of their citizens."² Matthew Simpson, an early president of Indiana Asbury University, now DePauw University, was convinced that his nation's welfare depended upon the intellectual and moral development of its citizens. Simpson says to anyone who seeks to ascertain why our union had such a phenomenal development to "Go to the rock of Plymouth and look upon those venerable men. Their first care was to plant churches and schools and to promote intelligence and virtue." In the educational act of 1647 that established a system of education in Massachusetts, Simpson saw the beginning of a movement which has been followed by fortunate consequences. "America is happy because she is enlightened and virtuous."³

I

A study of the beginnings of this nation such as previously noticed by Simpson shows that the kind of civilization that pioneer Americans desired is reflected by their zeal for education, as education, they believed, was the imperative for the producing of a constructive leadership.

The faith that early American citizens had in the value of education has been fully vindicated. The pioneers assumed that the best protection society has against antisocial influences is the integrity of its populace. Through emphasis upon spiritual values, they fixed the pattern for the establishment of a stable society. Their descendants, if they are to perpetuate the labors of their forebears, must not leave out of their planning the time-proven elements that cement society together.

It is doubtful if modern educators have any clearer comprehension of the power and purpose of education than the pioneers of America's great educational adventure. Many of the first schools founded, called universities, obviously were only elementary schools. The titles, however, drew heavily upon the future and expressed the hopes and ambitions of the founders. Matthew Simpson, in 1840, just twenty-four years after Indiana had been admitted to the Union, was installed as president of the newly established college, Indiana Asbury University, now DePauw University. In his inaugural address delivered before an assembly of pioneers, he asserted that both individual and national character depended upon the kind of education that the schools imparted. Society desires to have its members talented, learned, energetic, and useful and expects education to do this. Education con-

²Ellwood, Charles A., *Man's Social Destiny*, p. 134.

³Simpson, Matthew, "Inaugural Address."

tributes to social solidarity, Simpson concluded, by storing the minds of its youth with general knowledge, by developing in them the capacity for close and thorough investigation, by giving to them the ability to communicate information in a successful and interesting manner, and by creating in them a desire to ameliorate the condition of mankind. Any analysis made of this cogent summation of the underlying purpose of education will show that it was basically sound, far-reaching and prophetic. In 1945 a committee of Harvard professors proposed, in their "General Education in a Free Society," a type of education that will teach people "to think effectively, to communicate thought, to make relevant judgments, to discriminate among values."

The Church early adopted a philosophy of education to aid promising and ambitious youth to "become talented, learned, energetic, and useful." At the inception of its educational efforts it insisted that educational work be set in an atmosphere friendly to Christian idealism. As rapidly as new settlements were made on the frontier, colleges were established to supplement the endeavors of the churches. These early Church colleges aimed to prepare students "for public employment both in Church and in state, and history will show that they trained "the reformers who in after years inaugurated the great moral reforms and religious movements which wrought revolutions in thought and custom and which have made possible the higher life here and in other lands."⁴

The founding fathers would have accepted without reservation Professor Ellwood's declaration concerning modern man's spiritual need. He said: "Man will never cease to need a positive, constructive, trustful attitude toward the universe and whole system of things. He must have confidence in his world if he is not to despair. He must believe in the possibility and value of life if his energies are to be fully released. He must be able, in other words, to confront the issues of life and death with a supreme faith; but to do that he must project his social and personal values into the universal reality itself."⁵

The records of Randolph-Macon College of Virginia, one of the early Christian colleges, reveal that when it was established, its expressed desire was "to throw about those youth committed to their care an atmosphere conducive to the growth of a Christian philosophy of life." A Christian college in 1840 could not be frightened from its set course by the cries of sectarianism. Matthew Simpson, hearing of such charges being made met them with no uncertain words:

"If by sectarianism is meant that any privilege shall be extended

⁴Hardy, E. N., *The Churches and Educated Men*.

⁵Ellwood, Charles A., *Man's Social Destiny*, p. 143.

to youth of one denomination above another or that the faculty shall endeavor to proselyte those placed under his instruction or dwell upon minor points controverted between the branches of the great Christian Family, then there is not and we hope there never will be sectarianism here. But if by sectarianism be meant that the professors are religious men and that they have settled views upon Christian character and duty then we hope to be sectarian. . . . Our own course is fully determined. Education without morals is pernicious and to have morals without religious instruction is impossible. Taking then our stand upon the grand and broad platform of evangelical truth, passing by all minor and non-essential points, we shall ever strive to cultivate the moral as well as the mental faculties of those instructed to our care."⁶

Perhaps there are still some who would take exception to the 100-year-old educational maxim put forth by Simpson, namely, that the school has the power and obligation to choose in what youth may be educated. This, in spite of the fact that the Harvard report and other recent studies assume that the sort of education needed for dependable citizenship must promote some worthy attitude toward life, hence a guarded curriculum is imperative. The Harvard Committee's educational program, however, rests upon what Dr. Rachael King calls a "classical humanistic philosophy" which asserts that "man's dignity springs from his common humanity." This is at variance with the Christian view, which "claims that man's dignity springs from the fact that men are children of God, created in God's image, and so valuable to God that He Himself was willing to go through death to assist them."⁷ Unfortunately for Christian education, church schools have not always kept before them the clear-cut Christian conceptions held by pioneer Christian educators.

In fairness to the institutions, however, it should be said that the Church college in recent years has felt the decreased optimism of American Christians in missionary and educational enterprises and other phases of the wider ministry of the Church. In some parts of the Church there is not merely indifference to these responsibilities, but actual antipathy. Even aggressive support from Protestant clergymen who, as Dr. J. Paul Williams noted, set "in motion the forces which produced the greatest system of colleges and universities in the world" may no longer be assured. While many reasons for the decline in this interest may be advanced such as secularism and the development of tax-supported institutions, yet the chief one is the loss of idealism springing from the pioneer's faith.

⁶Simpson, Matthew, "Inaugural Address."

⁷See *Christian Century*, January 23, 1946, p. 110.

One hundred years ago church leaders were unreservedly committed to the work of education. Then it would have been as appropriate to speak of the "college-related church" as much as the "church-related college." Moral conviction about society's need for a Christian culture prompted the pioneers, under circumstances more depressing than their descendants have ever known to support sacrificially one of the chief means for its promotion—Christian education. A field agent for a pioneer college in 1844 stated that he could raise \$1.50 from every member on the poorest circuit in the state. "The circuit members," he concludes, "are more willing to subscribe for the university than for paying their preachers or building parsonages."⁸ (In 1945 the annual per capita giving of Methodists for the maintenance of their educational program was about ten cents.) Whenever the Church loses its interest in its colleges and only a nominal relationship exists between the two institutions, the common expression "Church-related college" Church. A Church college having only nominal historic connections with the Church sadly reflects a diminishing of the idealism pioneers comes to signify little more than that the college was founded by the regarded as essential for an on-going democracy.

The present world crisis is revealing the need of a citizenship saturated with Christian idealism. To meet this the college, with the help of the Church, must pursue its work in the midst of a religious atmosphere that is conducive to a philosophy of life that makes for right living and lofty idealism. The early American's conviction that life's lasting values are not material should be born anew in our educational aims.

Recent exposures of death-making philosophies operating through the educational life of the nations are prompting thoughtful exponents of democratic government to ask for a re-examination of its educational aims. Since the aim of a democracy is to produce a way of life where the worth and sanctity of personalities are respected, it is reasonable to conclude that such a government must draw its life and inspiration from a positive spiritual theology.

A government "of the people, by the people, and for the people" requires a dependable spiritual foundation. A college youth who had been told, he said, "to maintain the critical attitude toward history, philosophy, biography, sociology, and economics" found that "in reading history that the people who moved this world were people animated by a passion for something." He saw "that you could not write of faith as one of the prime molders of history and that when there wasn't any faith, pure gangsterism and piracy broke loose." Convic-

⁸Crooks, *Life of Simpson*, p. 157.

tions, he concluded, about some fixed things were the only assurance that his generation could mean anything to this world and "not just be dots and specks" pushed around by forces beyond their control.

Positive faith rather than "healthy skepticism" inspired the movement that led to the founding of denominational colleges. The Christian Church which had identified its future with the democratic way, sought through its colleges to furnish a leadership that was sympathetic to religious and moral ideals. Without the special emphasis placed by the Church and its institutions upon the spiritual doubt, it is unlikely that our democracy would have lived. There is now an insistent need for the Church-related college to pursue its time-honored spiritual mission. If the Church concludes that it no longer has an educational responsibility, and if the state continues to remain quiet on all religious matters, leaders will be produced without the point of view essential to a democracy. Such a result will make the Church, as the late President W. O. Thompson of Ohio State University once said, "not only a traitor to its own interest, but also recreant to its duty to the state."

II

Furthermore, an important and beneficial by-product to education results from the belief that a democracy such as ours needs institutions such as the Church operates in the program of education. This not only assures that one of the essential main-springs of our culture will be cultivated, but that there will be a dual system of higher education in the nation. Whenever either the state or the Church secures a monopoly on education, the institutional function tends to take precedence over the personal one. Evidence of the prostitution of freedom when education becomes subservient to institutional ends are sufficiently well known not to require further mention here. The independent Church college, in a day when the "state is becoming more and more important, and the individual less and less, stands as the nation's strongest citadel of freedom."

In an address before representatives of the Methodist Church assembled at Durham, North Carolina, in February, 1945, Dr. Holland Holton, Professor of Education at Duke University, registered his convictions concerning the necessity of a dual system of education in the United States, and the constructive service the Church renders to its nation by keeping its own institutions strong.

"The logic of events, however, convinces us that for certain reasons we need stronger and better Church colleges than ever before. In the first place, the upsurge of totalitarianism in the world has demonstrated how feeble state-supported universities are and how powerless

even the essential state itself is against the stifling of all discussion and clarification of thought in the face of popular mass movements. All pride as to the objectivity of science in Germany has been stifled to teach propaganda of race and nationalism. Whoever is master of the State is master of tax-supported colleges and universities. Just as the privately endowed universities of America have steadily set the pattern of pure research and the tax-supported institutions have been glad to follow after they obtained research funds—largely because of the example of the endowed institutions—so the church-supported colleges and universities have an independence in the investigation of political, economic, and social problems that means much for establishing a pattern the state institutions can follow. A popular demagogue may throttle the colleges of his state whose funds he can threaten, but the influence of the independent colleges—expressed for instance in the activities of such organizations as the Southern Association of Colleges and Secondary Schools and the Association of American Universities—breaks his hold and protects the state institutions themselves against political tyranny. In other words, we very much need the Church colleges for the sake of better tax-supported colleges, both from the standpoint of emulation and of co-operation.”

III

One of the discoveries of this age that has come to light is the threat faced by a free society of the loss of a sense of its common heritage. In the volume, “General Education in a Free Society,” by a committee of Harvard University men, is this warning: “We are faced with a diversity of education, which, if it has any virtues, nevertheless works against the good of society by helping to destroy the common ground of training and outlook on which any society depends.” In his introduction to this report, President Conant writes: “The heart of the problem of a general education is the continuance of the liberal and humane tradition. Neither the mere acquisition of information nor the development of special skills and talents can give the broad basis of understanding which is essential if our civilization is to be preserved. No one wishes to disparage the importance of being well informed. But even a good grounding in mathematics and biological sciences, combined with the ability to read and write several foreign languages, does not provide a sufficient educational background for the citizens of a free nation. For such a program lacks contact with both man’s emotional experience as an individual and his practical experience as a gregarious animal. It includes little of what was once known as ‘the

wisdom of the ages' and might nowadays be described as 'our culture pattern.' It includes no history, no art, no literature, no philosophy."

Here President Conant is protesting against the loss from the curriculum of the basic liberal art subjects. In a study made by a committee from Randolph-Macon College is an excellent statement that shows the circumstances under which these subjects, along with the liberal aims associated with them, were lost. It reads:

"A large proportion of early colleges in the United States were founded under the auspices of religious denominations whose interest in education was partly to train ministers, and partly to perpetuate, among ministry and laymen, this 'wisdom of the ages' of which President Conant speaks. There were at least two great values that grew out of this church-college relationship. The first was that the college had a 'unifying purpose and idea—it was to train the Christian citizen.' The second was that it made the student conscious of the culture of the past. With the country's rapid growth and increase in population, with the extension of suffrage and the demand for education, with the attempt to meet the needs of many and varied aptitudes, with the increasing secularization of education and the separation of Church and State, and with the materialistic outlook resulting from industrialism, there was a loss of this unifying purpose, a great multiplication of so-called 'practical' courses, and an accompanying decline in the number of cultural or liberal art courses. Along with this expansion of enrollment and multiplication of courses there went the increasingly popular and supposedly democratic view that the student should be allowed freely to select the courses he would present for his graduation credit without regard to whether or not he actually selected a balanced ration of cultural and specialist courses. As a result of this combination of circumstances there has arisen an over-balance in the direction of specialism. Uncontrolled freedom of choice of subjects has led to specialism. Specialism, in turn, has led to a loss of sense of our common heritage and to a lack of a unifying principle."

In modern Germany where the universities woefully failed its constituents, Dr. Paul R. Neureiter writes that higher education was devoted largely to the training of specialists in various subject matter, fields and professions. "No pretense is made of giving a liberal education. The Nazis were quite delighted to confirm the universities in their tasks of training specialists. For the mind of a specialist is fairly easy to mislead out of his specialty. German university students, though highly trained in their specific fields, were willing to accept the Alpine Hitler, the swarthy and runty Goebbels, the obese and wobbling Goering, as incarnation of Nordic manhood. The peculiar ease with

which intelligent Germans subserve their thinking to orders from above may very well stem from excessive adulation accorded to the specialist for what the highly respected universities have always produced were specialists and experts."⁹

It is important to remember that any educational program that does not include basic foundation culture, as Professor Flewelling warns, "is baneful to society." Without it society develops that feeling "of free and easy living" and a belief "that the rewards of life can come by bluff and trickery; that the whole basis of success is shifted in the minds of the common people to the money basis. There being no discipline in such education we acquire a growing body of citizens who are taught to resent discipline in society even as they were able successfully to avoid it in the school. They believe in success without work, government protection and support without obligation, and individual desires without social restraint."¹⁰

In our democracy today citizens increasingly tend toward connecting life's desirable aims with physical comfort. The educational program must give it; government must guarantee it. This demand stands as a serious threat to the future of democratic government. There is an unquestioned increase in the feeling that security and comfort are synonyms; and that if the present government fails to produce this desideratum, some other form should be tried. To counteract this, a program of education that is more than utilitarian in purpose is needed for training citizenship in a democracy.

The traditional American philosophy of education affirms the belief that the development of the intellect of the citizen is the special concern of education. This premise must be restored to our campuses. Since democracy is one form of government that postulates its future upon the principle that people think, colleges must produce thinkers. In the lands under the dictators the liberal traditions of yesterday were swept away. "Fascism is war on intellectualism," says Giovanni Gentile, the leading philosopher of Mussolini's corporate Italy. Hitler, through fanatical intolerance lead a great nation to abandon reason and follow his passionate leadership. Bestial practices, resulting from Europe's repudiation of intellect came near to wrecking civilization. If the liberal colleges founded by pioneers serve well the American democracy, they must give primary attention to the intellectual life. Their purpose is not merely to prepare youth to earn a living, but to help them have a full-orbed life.

The dangers, that a nation faces when its citizens are not trained to

⁹*Journal of Higher Education*, April, 1946, p. 178.

¹⁰Flewelling, Ralph, *Survival of Western Culture*, p. 124.

think clearly and critically were described by Professor Mortimer Adler of the University of Chicago at the meeting of the American Association of School Administrators at Cleveland, Ohio, in February, 1939: "When men can be pushed about by propaganda, they are as servile as when they are coerced by brute force. When men are unable to exercise free judgment they cannot be leaders in public life, nor can they even be followers in the democratic sense of independent subjects. Under the truth that all men are created equal is the basic qualification that men differ in their powers. Even in a democracy there must be both leaders and followers and democracy cannot endure unless men of both sorts play their different roles freely through trained intelligence. Education which perfects man's rationality is indispensable to democratic life, and inimical to all forms of tyranny and slavery."

"The education which best does this," he continues, "is that kind that gives a student command of the basic skills." He says, "Human beings learn to think clearly and critically by learning to read and listen critically. Only after such basic disciplines have been accomplished is there room or time for anything else. Because other things of much less importance have been given first place in contemporary education, our students simply cannot read, write, or speak well, even after college, and it goes without saying that they cannot think well. Unless we insist upon an education which rightly educates we cannot produce a generation able to meet the arduous demands of democratic citizenship. The founding fathers of this republic were liberally educated as no school child is today. The men who wrote and ratified the Constitution knew how to read and write. While we have properly undertaken to make education more widespread than it was in the eighteenth century, education need not become less liberal as it becomes more universal. At every level and for all elements in the population the same kind of education—for freedom through discipline—which enabled democracy to take root in this country must be regained if its flowering is to be protected today from the winds of violence abroad in the world."

In recent years the true meaning of freedom with its attendant values tends to become vague. Even among so-called liberals the tradition of 1776 becomes surprisingly fragile. This change was noted by a student of democratic institutions, Werner Richter, who observed that the attitude of people toward political liberties has fluctuated downward. In America and especially in the Middle West, the section often called the "most democratic part of democratic America," the high praise of freedom that public opinion, the press, and the books of educators take for granted is far from unanimous." Richter's explana-

tion for this loss of concern for freedom is that liberty is closely associated with the liberal ideal since democracy springs from "an intellectual and literary idea." He writes: "Freedom of speech and freedom of thought were naturally more congenial to intellectuals than to business men, workers, or the illiterate. . . . The nineteenth century was dominated by values of an increasingly powerful middle class for which intellectual independence and freedom propagated in literature and debate were the arteries of existence. This has completely changed in an era which belongs to the masses. It is important to have no illusions about the fact that among the freedoms now proclaimed, those pertaining to speech, the press, and religion will not be nearly so significant among the masses as the freedom from want."¹¹

The connection between the liberal tradition in education and the American concepts of freedom cannot be overlooked without disastrous results. Educational systems that multiply our Esaus and their inherent secularistic outlook and their readiness to sell their birthrights for pottage will destroy the people and nation they seek to serve.

The pioneer had much to say about education as a severe mental discipline. A person who had received this sort of training was expected to be able to detect pretenses, be ready to engage in arduous investigation, and be capable of arriving at sound judgments. The road that led to this type of mind was paved with studies that required strong and continued mental effort. The reaction to this form of education has been powerful enough to set up another extreme view—one that makes education a painless, unconscious effort. Professor Flewelling calls this the nature theory of education and holds that it began as a protest against "methods which left no initiative to the child either as to what he should learn or how. . . . nature was the kindly mother who would do her own work perfectly if left alone. The mental life of the child should take its own directions like the growth of the tree assimilating the sustenance which it naturally acquired."¹²

His critique of the theory concludes: "Making education natural has been confused with making it easy. Much of educational effort has gone to waste by presuming that the child could acquire an education unconsciously or without knowing it. . . . There is such a thing as intellectual integrity and very few cultures can be realized without effort. Any education which overlooks the value of mental discipline is sure to fail."¹³

Liberal education in some circles has come to be regarded as im-

¹¹Richter, William, *Re-Educating Germany*, p. 175.

¹²Flewelling, Ralph, *Survival of Western Culture*, p. 122.

¹³Flewelling, Ralph, *Survival of Western Culture*, p. 122.

practical since the baccalaureate degree in liberal arts does not give one either a trade or a profession. Fortunately for both liberal education and our democracy its true value is being rediscovered. The significance of freedom will doubtless recover some of its lost radiance now that there is a wider understanding of what its loss would mean. Students who avoid early specialization and cultivate the powers that produce a full-orbed life will help to strengthen the supports of freedom.

If the sort of citizenship needed for our republic is produced, there must be a reaffirmation of the pioneers' early educational conviction, namely, that the most important tool with which to do the world's work is a mind trained to think straight and clearly. During the 170 years of this nation's existence, machinery has replaced many workers. Manual skills that were once needed are worthless now, and yet the value of a trained, alert mind remains unchanged. The hope for solving the world's problems rests with men who have had their intellectual and moral life developed. Likewise, this nation's surest method for helping its constituents to meet life's experiences will spring from a program of education that develops the intellect.

IV

The pioneer educator carried over into his work a sincere desire to perpetuate life's lasting values. This was typified in the ambitious aim of Indiana pioneers in their educational effort at Greencastle. The purpose of their enterprise was voiced by the eloquent young president, Matthew Simpson, against a background of rustic simplicity: "When a celebrated Greek artist was asked why he spent so much time and labor in finishing the productions of his pencil, his simple and laconic reply was, 'I paint for eternity.' And were we to inquire why this noble edifice had been erected—and why on this first literary anniversary within its halls, there is such a congregation of the talents and beauty of our enterprising, though youthful, state—and why such a deep interest is felt in the exercises of the day, doubtless the friends of the institution would respond, 'We paint for eternity.'"¹⁴

But the sense of responsibility "to paint for eternity" has lessened with the dwindling of the humane tradition in education. Now, why do we educate? Hugh Tigner who keenly feels the loss of the pioneer's standards of values thinks that "nothing could be more treasonous than the irresponsible attitude taken by the modern scientist who has said in effect: 'We give you knowledge and power; use it to produce good

¹⁴Simpson, Matthew, "Inaugural Address."

things for the human race and so to glorify God or use it to poison the human heart to blow the bodies of little children with something that resembles a jumble of old rags and cat meat. We cannot afford to care. We are scientists.' "

Perhaps General MacArthur, who had stood by what remained of Hiroshima and Nagasaki, may have recalled Professor G. G. Coulton's remark about that "fatal exaggeration which enthroned theology not merely as mother but as queen of all the sciences." Maybe he felt as he observed the ruins of these cities with Hugh Tigner that it did not appear that "the jealously guarded freedom and independence of modern science or god-like 'objectivity' of the scientists have rendered a howling big service to the life-purpose."¹⁵

President Ernest C. Colwell, of the University of Chicago, called the educator's disinterested neutrality the anti-Christ of modern education. It is the loss from the modern consciousness that life has a meaning that aids and abets our predicament. Dr. O. C. Carmichael (Carnegie connection), while appreciatively noting that the scientific method had constructively assisted civilization in its material progress, doubted if it had developed the ideals by which civilization lives. Concerning the modern approach to life's values, he said, "Reserving judgment until all the facts are in, therefore, refusing to make a commitment, and remaining a spectator, aloof from the problems that must be solved, do not become those who have had special advantages. By adopting the agnostic attitude towards all values, lest we be accused of propagandizing, we have often failed to develop the sense of values that is needed in a time of change and uncertainty."¹⁶

Sir Richard Livingston, an ardent proponent of the sort of education "which will give students perpetual experience of permanent standards and deathless values," voiced misgivings about higher education having released the spiritual forces necessary for modern man's existence. His apprehension is reflected in this statement:

"The modern university has not shown any direct influence on the spiritual and moral life of the world; no influence comparable to that of the University of Paris in the 13th and 14th centuries, of the English universities in preparing the English Reformation, or of others in the early 19th century. They have not helped the democracies to create any countervailing philosophy to the teaching of Nazism. They have given the world the guidance it needed in science, economics, and sociology, but not in the knowledge of good and evil. Hence they have failed to help civilization where it most needs help."

¹⁵Tigner, Hugh, *Our Prodigal Son Culture*, p. 22.

¹⁶Tennessee Annals.

In his *Education for a World Adrift* Sir Richard Livingston noted that in the 19th century there was a semblance of a "philosophy of life which might be called Christian." "The child of today is born into a world whose traditions and standards are weakened, a world with inherited good habits, but no ruling philosophy of life. Through the last and still more the present century, the solid and impressive mansion which has been slowly built up through centuries of Christian belief, was steadily bombed." This generation has been "better trained for destroying an old world than for building a new one." "We are living on character formed in the past by beliefs which are now shaken or destroyed." "Those who reject Christian beliefs, cannot count on keeping Christian morals."

Just prior to World War II there was a feeling that many of the universities and colleges of this nation had become quite soulless and mechanically academic. They were not developing, the criticism went, rounded lives or giving the spiritual things their proper balance. On the other hand education tended to break down belief in positive values, weaken faith, and create intellectual and psychological confusion. A college graduate in an interview with Dorothy Thompson, writer of syndicated columns for many newspapers, told of his college experience. "When I went to college I was full of enthusiasm, particularly interested in history and philosophy. I wanted to find out what made the wheels go round in the world. I wanted to prepare myself to do something—not just make money—not just be a success but achieve something for myself, for my country, for my times. I wanted to love something—something bigger than I am—I wanted to be a part of something. But by my junior year I had become convinced that there wasn't anything that could be believed. Everything was relative and I was swimming about in space."

It is impossible to construct a wall high enough about the campuses of American colleges to keep out cynicism or skepticism when it sweeps over a people. But the ground is made especially fertile for them where the schools neglect to give their youth proper understanding of our honored educational traditions.

The Randolph-Macon Committee that inquired into the educational program of that institution declared that "We, in common with the rest, are under obligation, both to our constituency and to the times in which we live, to re-examine our educational aims. We shall have to remember that two world wars have demonstrated the awful destructiveness of the agencies that science has placed at our disposal, and that whether these are used for constructive or destructive purposes

will depend upon the decisions of men; and that men's decisions will be determined not by man's skills but by their sense of relative values."

This committee shows the urgency of the need for the re-examination by higher education of its educational aims to discover if there is an emphasis upon life's values by lifting up a portion of the recent joint statement by the President of the United States and the prime minister of the United Kingdom and Canada.

"...The application of recent scientific discoveries to the methods and practice of war has placed at the disposal of mankind means of destruction hitherto unknown, against which there can be no adequate military defense, and in the employment of which no single nation can in fact have a monopoly.... The responsibility for devising means to insure that the new discoveries shall be used for the benefit of mankind, instead of as a means of destruction, rests not on our nations alone, but upon the whole civilized world.... Faced with the terrible realities of the application of science to destruction, every nation will realize more urgently than before the overwhelming need to maintain the rule of law among nations and to banish the scourge of war from the earth."

"To maintain the rule of law among nations and to banish war" calls for something more powerful than physical energy. Our plight, concludes the Randolph-Macon Committee, is due "in no small measure at least, because we have been omitting from education too much of that part of the curriculum which passed on to succeeding generations of students that humane tradition which is the essence of the liberal arts, and we have substituted, either by our offerings or as a result of the student's elections, too many specialisms and fragmentary courses and too much superficiality that fell far short of a genuine transmission of the wisdom of the ages."

In the educating of persons for citizenship in this new era, an educational emphasis upon "a Christian world view, a Christian way of life, a Christian commitment to a Christian leader" stands as an imperative.

The Church and its institutions are needed more than ever before to establish firmly the Christian view of life, to keep religion in the stream of the nation's consciousness, to cultivate Christian attitudes, an awareness of proper values, and an understanding of social obligations. "If the post-war world is to be safe," Bishop Fred P. Corson incisively observes, "its inhabitants must either know more about God or less about chemistry." He warns that "God cannot be made either real or controlling to people whose education has been based upon a secular, mechanistic, and material point of view." The culture-making plans of

the Christian Church will not be realized if it depends for its trained leadership upon institutions that treat religion as a marginal, departmental subject and not the focal point for their existence.

It is to be hoped that all of the foregoing contention for a new undergirding of the values associated with our national well-being does not give the impression that we are calling for a return to the nonscientific curriculum of the early nineteenth century. In this day of scientific progress that would be as futile as sweeping out the tide. Modern man cannot be expected to divorce himself from the new fields of knowledge and return to subjects that possess no living interest to students. Education, however, cannot escape the responsibility of helping youth to have that realization of values that is essential for wise and certain leadership.

Liberal education, it must be noted, consists of something more than a course of studies. At its best it aims to integrate the separate branches of education with the purpose of education as a whole "so as to give meaning and importance to the life of the spirit and thus prepare the way for a point of view toward life according to which self-awareness and self-control are the highest goods."¹⁷ The liberal mood when it penetrates education produces what Wendell Willkie described as the "humanistic temper." This may be distilled into the atmosphere of a classroom or laboratory. It cannot be done in an impersonal atmosphere, such as President Kenneth Brown, of Denison University, mentions, where there are "long hours of classroom teaching in which the religious faith of the instructor in no way shines through." Let the Randolph-Macon Committee speak again through a choice statement from its report in which the necessity of scientific studies as a part of modern man's training is justified.

"Finally, a course is not a given body of content taken from a field of knowledge and injected more or less successfully into a student's consciousness. A course is a person, called a teacher, dealing with persons, called students, chiefly through the use of material taken from a field of knowledge, but also through the use of whatever has gone into what we call the teacher's personality. Many a teacher of science has been the rich inheritor of humane tradition. Because he is the man he is, whatever the courses he offers, all of his students find reflected in him the humanistic, the liberal ideal. A liberal arts college may be expected to seek such teachers for its staff, and when it finds them it has brought the science courses within the liberal arts."

The college of today does not face a choice between intellectual development and the education of the whole man. It is not a question of

¹⁷Richter, William, *Re-Educating Germany*, p. 203.

either . . . or, but of both together. The pioneer's college departed from the European pattern when it set for its aim the development of the highest gifts of both body and mind. Its true glory, Dr. Noah Porter said one hundred years ago, is in the "manhood it forms and the character it produces." These are the results of a combination of influences that strive to make a student a significant person by assisting him to be socially well poised, ethically cultivated, emotionally mature, and intellectually alert. Such work is done best in an atmosphere that urges the creation of attitudes, the acceptance of principles, and the formation of habits that lift the entire life to the highest level of living.

V

Another quality regarded as an essential for the pioneer college was described by Matthew Simpson in one of his highly polished phrases: "A college should develop a disposition for the amelioration of the condition of mankind." This principle made the pioneer's college a serious, purposeful institution. It instilled into the institution the spirit of service, and it gave youth a powerful emotional dynamic. No one could spend four years in a pioneer college without being challenged by some high task that called for various expressions of self-sacrifices. What Dr. Harold G. Moulton, president of the Brookings Institution, at the inauguration of Dr. W. W. Whitehouse as president of Albion College, said of Albion College of the early 1900's was characteristic of most church-related colleges: "Albion College has always been imbued with the spirit of public service. In my day it seemed a part of the very air we breathed. Many were being educated for the Christian ministry both at home and in foreign fields. The great majority were preparing for the professions, especially teaching. But whatever the vocation we felt a deep responsibility for service to society."

The college of today finds itself possessed of good equipment, excellent faculties, and the largest enrollment of students in the nation's history. It needs in addition some great cause to increase its effectiveness to which it may challenge its students to give their lives.

To help youth to "develop a disposition for the amelioration of mankind" a great emotional dynamic is essential. The power that gives drive to the ship is not the rudder. The college like a ship is dependent upon a propelling force. Idealistic movements swept across our nation and stirred youth in pioneer colleges to "conquer illiteracy," "to evangelize the world in this generation," "to make a great republic." These were prompted by high emphases on Christian service. Zeal for evangelizing the world deeply penetrated college life, and from college campuses went hundreds of missionaries to build up in the Orient

what Wendell Willkie called the "reservoir of good will." Dr. John R. Mott was the leader of the Young Men's Christian Association during the days it was highly effective in fostering the religious life of students. A professor at Yale wrote Mott, after one of his great meetings there, that he could not help thinking, "what a lot it will mean for the Church of Christ to have 500 men graduate from Yale this year who not only have heard but who know by experience that a religious awakening among educated men is not only possible, but more than that, necessary."

World War I marks a distinct change in the idealistic attitudes found in campus life. "Things" become more an object of interest than "ideals." Success meant financial gain and good positions. It also marked the transition that came to the religious work of the colleges from the period of intense religious fervor with high emphasis on introspective and individual religion to the one on practical righteousness and social concern. Students like the churches grew "less and less interested in individuals and more and more concerned with the advancement of causes." The causes that elicited interest and discussion were world peace, racial discrimination, social and economic justice. These themes also have had priorities on the programs of the youth and student meetings during the past twenty years. The reaction against the one-sided emphasis on 19th century personal religion has been deep. The Church, it is contended, "must deal with society as a whole, with basic causes for sinful living."

Now it appears that World War II will mark another significant transition in student life. Perhaps accentuated by the war, the interest of students in religion has moved away from impersonal issues, such as providing economic security, etc., to problems connected with the worth and destiny of individual persons. To this student generation the emptiness of "things" ever grows more apparent. They are more serious and possess a sincere desire for religious reality. There is now a search for moral values, an understanding of what is right or wrong. A perceptible reaction can be detected toward neutral objectivity and the desire for certainties increases. Life is serious and to cope with it, one must have something more than is offered by either humanism or liberalism.

Educational institutions since World War II report a rising interest among students in their religious life. The administrators likewise are more deeply concerned about the practices that promote personal spiritual growth and in many schools small chapels for private, silent worship have been set up to aid in this. A sympathetic approach is sensed toward traditional Christianity. There is now less antipathy

manifested, on the part of both teachers and students, to indoctrination. School executives are keenly aware of the need of teachers who, in addition to their academic qualifications, have an abiding interest in spiritual values. On the whole this awareness of the importance of the spiritual promises to increase the effectiveness of the educational institutions in helping to furnish the nation and world capable, serviceable leaders.

But as sanguine as one may desire to be about present developments, it is doubtful if this new interest by the students in the spiritual will be readily reciprocated by society. Many of the same destructive secularistic forces active at the end of World War I now loom upon the horizon. The current concern in material well-being, with the concomitant depreciation of spiritual values, is deeply entrenched in our life. Educational interests both in Europe and the Orient will encourage further development of the physical sciences to aid in restoring material losses. In America, economic well-being promises to be so important in our national life that only powerful religious influences will be able to keep the nation in line with its traditional spiritual idealism and prevent it from temporizing with its world obligations, or from altering its professed war aims for easy expediences.

If Christian educational institutions are to continue in the direction that they have now started, they must have the support of a revitalized Christian Church which possesses the positive courage of its convictions. It cannot be too strongly stated that widespread awakening of the spirit of true Christianity is needed to sustain the Church's educational institutions in their service. Such a spiritual awakening will make youth altruistic and sacrificial and prepare them to lead in the solving of the complex problems of a war-torn world.

ENGLISH MANUAL FOR TEACHERS

ED DUNCAN
Vanderbilt University

English Manual for Teachers by and for the High School Teachers of Tennessee. Issued by the State Department of Education. Nashville. 1946. 313 pp.

The Tennessee State Department of Education has published a new syllabus for the four years of high-school English. The document is a remarkable one in that from its inception to the final product it has been the project of the teachers themselves. Its title tells the story: *English Manual for Teachers, by and for the High School Teachers of Tennessee*. It is an important step in the program for improvement of instruction in English which was instituted at a meeting of the Tennessee Council of Teachers of English in April, 1942. Distressed by the low ranking of graduates of Tennessee high schools on nationally-scaled tests of English usage, the teachers determined to do what they could about the situation. Means were effected to enable principals and teachers to receive, annually, a report of the standing, on English placement tests, of their graduates who entered colleges within the state. These reports have themselves served as a spur to improvement in methods of instruction and to increased effort. They have served, as well, to discover the schools in the state where the most effective teaching of English is being done. A healthy spirit of rivalry has developed which has strengthened rather than diminished the co-operative spirit in which the whole undertaking is being carried on.

Two years ago the teachers, through their Council, determined upon the preparation of a syllabus which would incorporate the most effective techniques and the best practices of individual teachers throughout the state and make them generally accessible to all. To this project the Department of Education lent its encouragement and support. The published *Manual* is the result. It brings together in an eminently usable form successful teaching devices of more than fifty high-school English teachers of Tennessee. The actual work of compilation was done by a committee under the chairmanship of Professor John C. Hodges, University of Tennessee, secretary of the Council. The members were: Miss Bonnie Gilbert, Chattanooga High School; Miss Grace Mauzy, Central, Memphis; Miss Dorothy Seay, Somerville; Mrs. Susan Souby, Ward-Belmont, Nashville; Miss Una Harris, Science

Hill, Johnson City; Mr. Henry B. Evans, Memphis State College; and Mr. Felix Woodward, Austin Peay State College.

Despite the necessarily heterogeneous nature of its contributory materials, the *Manual* is a well-organized and consistent whole. Each of its four chapters presents a suggested daily schedule for the work of one year followed by a section discussing the "elements" which enter into the program of that year. The rigidity of this arrangement is alleviated by a system of indexing and cross reference which allows a user of the *Manual* to bring all of its resources quickly to bear on any specific topic. Hence, a teacher may follow the suggested schedules closely or may make what use he pleases of the lesson plans offered in building a course which will fit more adequately a particular situation. Many of the lesson plans and projects are, of course, applicable to materials other than those with which they are illustrated. Their value lies in their suggestiveness—the interesting and effective ways of handling subject matter which they demonstrate and specifically apply.

A review of the *Manual* might concern itself with a comparison between the educational principles which underlie its formulation and those advocated in the two most widely-discussed current books on the general problem of American education, the Harvard and N.E.A. reports. The Harvard report, *General Education in a Free Society*, essentially upholds the cultural-traditional content of secondary education. It advocates a large percentage of required subjects which will assist students to become aware of their cultural heritage. The other, *Education for ALL American Youth*, is primarily concerned with the student's orientation in his twentieth century environment. It would begin education with the child's immediate interests, going from the "here and now" to the "there and then." Much provision is made for electives, and in the ideal plan described in the report subject organization of the curriculum has largely given way to area organization. The "Common Learnings" area absorbs activities and materials of the conventional English program along with economics, family living, citizenship, etc.

The *Manual* effects somewhat of a compromise between these two positions. Structurally it leans more toward the Harvard report, since it is designed to fit into the conventional subject-matter program of the present Tennessee high-school curricular organization. It agrees with both reports in the belief that there should be no difference as far as English offerings are concerned between programs for college preparatory and terminal students. Its statement of the two major aims of English instruction is in essential agreement with both re-

ports: "Mastery of the language to make it an effective tool in getting information from the printed page (reading) and in imparting information (speaking and writing); the study of literature to enrich life and ennoble wisdom." In the literature sections of the *Manual* there is a nice balance between the two points of view. The "free reading" programs of the four years will encourage students to find their immediate levels of interest and extend them. The more formal literature study of the ninth and tenth grades allows for the selection of materials of immediate interest while it provides, as well, for an acquaintanceship with some of the recognized classics of our literary heritage. In the upper high-school grades the latter emphasis takes the form of a chronological examination of the fields of English and American literature.

In the parts of the curriculum dealing with the means of communication, the spirit, at least, of the N.E.A. report is constantly promulgated—student themes and oral exercises take their rise in a variety of ways from the interests of the students. From another point of view, the suggested conduct of written work would seem to be in line with the N.E.A. report while it is designed to achieve the aims held valid in both reports. For the emphasis in the *Manual* is constantly on the student's correction of his own written work. He learns the techniques of writing by practicing them and improves his habits of writing by correcting, under the teacher's sympathetic supervision, the mistakes he has made. As a measure of his progress, he keeps a file of his exercises. He keeps lists of words he has misspelled or mispronounced and of new words he has discovered. This part of the program the authors of the *Manual* have rendered effectively individualized.

The makers of the *Manual* realize, however, that there is another side to this business of learning to write. No part of the English curriculum must be oftener repeated, if mastery is to become a habit, than that dealing with the usages of decent written expression, which are in turn dependent on a functional apprehension of the grammatical elements of the sentence. A few fortunate people seem to achieve this functional awareness with no apparent effort. But the *Manual* recognizes that for the average student practice and continued analysis are necessary. Opportunities for both practice and analysis are provided in a number of ways. For the ninth and tenth grades a daily dictation exercise is suggested—ten minutes at the beginning of each class hour devoted to the pupils' taking a short passage of good prose from dictation, exchanging and correcting papers, and the teacher's directing attention to the rules of expression illustrated. The

exercises provide a careful build-up from easier to more difficult concepts. The same type of exercise is recommended for frequent use in the upper high-school grades. Again, the grammatical concepts may be approached directly in periods given over to such work, analysis always starting with the basic subject-predicate relationship and extending to others. A most illuminating lesson plan for a grammar-review hour on the twelfth grade level is given, the whole taking its rise from the sentence, "The boy hit the ball." The use of diagramming is advocated, but diagramming as a means, not an end in itself. The rule in action rather than the rule for itself—this is the point of view maintained throughout the *Manual*.

The *Manual* is by no means a product of the so-called progressive theory of education. It does not envisage or make provision for a student-directed program; it does not stress to any great extent the point of student creative expression. Some educational theorists will doubtless find it a bit on the stodgy side—its materials the traditional ones, its methods and techniques in many cases variations of and improvements on the old stand-bys. In this conservatism I, for one, can see little cause for alarm. The fifty teachers who herewith present their most successful teaching devices do so with a becoming modesty but with an assurance that creates confidence. The teacher, after all, one concludes, has a pretty good idea of what Johnny should get from his English class, and what is equally important, is possessed of excellent means of encouraging him to get it.

GYPSY GOLD

MILDRED D. HOYT

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Every spring in late March the gypsies came back to Public School Number 9. The teachers who rode the early commuter bus found the gypsies' big Packard parked at the side door, the chief, a handsome man in his early forties, at the wheel and the children packed in layers. The smallest children sitting on the uncomplaining larger ones. Several small, dark, dirty boys were always folded away in the open luggage compartment. As the teachers entered the school twenty pairs of wide black eyes followed them.

At precisely eight o'clock, when the big factory whistle blew, the chief would dismount from the Packard; and then, one by one, the children appeared. The two largest boys held the school doors open. The chief, followed by his tattered tribe, made his dignified entrance to the building. He delivered the children to the principal along with the address of whatever ramshackle store building was serving as tribal headquarters for the present. His business concluded, he bowed low, backed out of the office, mounted his expensive chariot, and was gone.

The bright black eyes of little Sero were on the grey haired principal as she hurriedly wrote assignment slips. Sero had been at Number 9 school five springs before this one. He was very nearly as small and certainly no cleaner than he had been that first March, the principal thought to herself. He was wearing a man's linen sports jacket which had once been white. The coat was pinned together at the neck by a red glass costume pin. The belt across the pleated back hung in a loose loop on the thin little body. The coat covered the little boy's knees. Below it were dark knickers with the elastic leg bands long since stretched out and now giving the effect of ruffles at the child's ankles. Sero clasped his dirty little hands under his chin and moved to the front of the big desk.

"Pleesa, dear Lady, I am Miss Bluey's. She waita for me." The deep eyes were pleading. The principal hesitated. Miss Blue had an ungraded room and already had more boys than she needed.

"I don't think"—began the principal—but the black eyes filled with

tears and the "dear lady" finished—"that Miss Blue will have to wait much longer, Sero, you may go to Room 23 and tell Miss Blue . . ."

But little Sero was out of the office and down the corridor leaving only a faint slapping sound as his bare brown feet hurried to the classroom of his beloved "Miss Bluey."

"I am here, my teacher, I love you," Sero shouted as he bounced into the classroom every morning. The smallest joys taken for granted by the other children were reasons for great and noisy rejoicing by Sero. The privileges of finding the key notes at the piano and of holding the door for the teacher to carry a load of art supplies into the room were enough to make his black eyes brim with joyful tears. Miss Blue was always amazed that so much emotion could be stored in such a starved little body.

Sero's enthusiasm often carried him into serious trouble. At a noon recess he received a bad blow from a batter whom he was cheering vigorously and too closely. His nose bled for several minutes. As Miss Blue washed the blood from the funny brown face she discovered a thin chain around the dirty little neck. On the chain hung a ten dollar gold piece pierced in the center.

"Why, what's this, Sero?" questioned the teacher—holding the coin in her fingers.

"It ess my gold. I getta that when I am birthday" answered Sero. "I keep it all of my life. When I grow I can be reeeech—have much gold. If I lossa it . . ." The little brown hands spread in a gesture of hopelessness.

The program for the school assembly for the week was an over-sentimental version of the Scripture, "For God so loved the world." The ancient teacher who led the devotional emphasized and re-emphasized a necessity for great sacrifice in showing love. She so emphasized the virtue that several of the little boys in Room 23 brought their treasure of the moment and offered to lay it at the teacher's feet. Apples, candy, and puzzles she accepted as part of what she wryly called "soul building," but when dirty little Sero came with his precious gold piece and his heart in the solemn black wells of his eyes the teacher hugged him tightly against her as she said, "No dear, I couldn't take your gold, but it makes me very, very happy to have you *want* to give it to me." Sero was full of laughing little tunes the rest of that day.

At the arithmetic period next day, ten of the boys could not locate their pencils; the room supply box yielded only six worn down nubs too short for the sharpener. These the teacher sharpened over the waste basket using the dull pocket knife kept for such emergencies.

The art teacher entered Room 23 on a supply mission. To her in a low voice Sero's teacher expressed the irritation which she had hidden from the little boys.

"I think," she said mockingly "it would be the happiest day of my life if just *once* every one of them came to a class with a pencil—but, I never expect to live to see the day."

"Don't look now," murmured the art teacher, "but your black eyed Omar Khayyam is simply devouring you with those black eyes. It gives me creeping paralysis!"

When the children returned from the noon play-hour, the teacher knew that something was afoot in her room. Sly grins and nudges and head jerking indicated that there was secret business being transacted. Her watchful eye found that all attention was directed at Sero, but Sero had such an angelic, shining look that she scolded herself silently for suspecting him of mischief.

It was impossible to settle the reading class. It seemed as if every small dirty boy were poised, tensely waiting for some signal. When the big clock indicated that it was spelling time Sero rose on one knee in his seat and shrilled "maka her happy, I say—Maka her happy!"

From some secret place beneath the desks thirty-six small boys each produced and flourished grandly in the air a brand new very sharp bright yellow nickle lead pencil!

The stunned teacher half rose from her desk as the awful truth came to her mind. She gasped and started to speak but could make no sound. The jigsaw events of the past few days leaped together and formed the picture. Her mind flew to self-conversation, "Sero has stolen the thirty-six pencils in order to make you happy, so its your sin, and now, my dear teacher, what are you going to do about it? The psychology books didn't have the answer to this one," she accused herself. The teacher realized then that the children were deadly quiet and were all staring at her—waiting. "Thirty-six times five," she was multiplying mentally. Sero's shrill voice cut the silence, "Are you happy? Oh, Miss Bluey, I do it for you. I lova you."

The forces of evil and good struggled wildly but Sero's Miss Bluey was Irish and the Irish won!

"Sero, I'm happy," she said, and her laugh sang out. Sero's frail body wiggled with ecstatic happiness. The spelling lesson was a complete success. The yellow pencils were flourished then put away in the desks and forgotten by all but the blue-eyed teacher with the guilty conscience.

The noisy children tumbled out and the big building was quiet at last. Miss Blue sat at her desk with her head in her hands trying to think. At last she got her coat and hat and left the school. She walked resolutely to the corner store which had collected the small change of school Number 9 children for twenty years. She had decided to pay for the stolen pencils, in an effort to prevent Sero's being placed on probation then to make an opportune time to clear the record with Sero. This last she had no idea how she would do but the faith in the Lord was strong within her—and her guilty conscience pricked sharply.

"Mr. Simon," she said, "I have reason to believe that one of my boys got three dozen pencils at your store today." Before she could offer to pay for them the old man began to sputter and storm.

"A cheat it vas—I get cheated—De money it vas no good."

"What money?" Sero's Miss Blue asked blankly. The old man fumbled in his vest and then disgustingly slapped poor little Sero's gold piece on the counter. It laid there without its chain, a hole in its center. It gleamed brightly as the teacher Sero loved reached out and took it in her fingers. Her blue eyes were cold and her voice was sharp as she said, "So you charged him ten dollars for the pencils—and then the bank wouldn't take it because there was a hole in it. I'll send you a check for the pencils, but if you want to stay in business here I'd advise you not to mention this little deal to anyone ever. Do you understand?" Mr. Simon whined that all he wanted was his money.

"Vun dollar and eighty cents—dot is all."

"You'll get it," the teacher snapped as she stalked out of the store. Once in the street she fingered Sero's gold piece thoughtfully then said to herself.

"I guess that will teach you, Miss Bluey. There are times when I don't lova you at all."

Then there in the narrow street in the shadow of the great factories Sero's beloved Miss Bluey laughed at herself, at Sero, and at the crazy world.

SECURITY FOR THE UNITED STATES

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The harrowing experiences of recent years have made most Americans sensitive to the part the United States must play in world affairs and the dangers surrounding us. Security for our country as well as the strength to carry our responsibilities in the world at large is the wish of all. Conflicting ideas as to the best means of assuring national security are hard on all sides. The problem is not easy of solution but certain policies seem fundamental to assure protection from any enemies that may appear. A ten-point plan is proposed.

First, if international signs prove the need of a large fighting force, and on this point it would seem that America must accept to a large measure the advice of the State Department, let us have compulsory military training for all male youth. We must not make the error, however, of mixing the military training program with other types of youth experiences. It must be military training and not general education or recreation. If we need conscription at all, it is for learning in the one short year all possible skill in the science of war. Let us not fool ourselves and play at the problem. We should not assume that the Army and Navy can be substituted for schools and other institutions of society. Neither should first considerations be given to the personal improvement of the boys in it. It is for the nation's welfare that we initiate conscription; not that of the youth who must be utilized in it. We either face potential enemies who would destroy or make slaves of us or we don't. If we have conscription, such danger must be apparent. The danger cannot be met by a lot of youth bearing rifles. It can be met only by youth skilled in the technical use of the multifarious scientific engines of destruction. These skills can be mastered only modestly by a year's training which is devoted relentlessly to that end. Soldiers and sailors are valuable in a crisis only to the degree that they can perform the tasks of battle.

The United States can make a serious blunder by assuming there is military strength by virtue of having universal military conscription. There may be danger from the false sense of security that comes of seeing many men in uniform. The numbers are of value only to the degree that they are trained, not to march in columns, nor to be well

disciplined in group formations. The crux of the matter lies in careful, rigid, scientific training that leads through practice and use to a superior skill in using the newest and best instruments of destruction. It may be pointed out that such training is very expensive by virtue of the expensive supplies consumed and valuable instruments and machines utilized. To train with imitation or obsolete equipment is largely a waste of time, energy, and money. Our military authorities must not be forced by congressional parsimony to their use.

If outmoded military activities are resorted to and recruits are subjected to ancient "disciplinary" drills, and if Civil War type maneuvers are restored, we will be hiding behind a defense that gives a sense of security in time of peace and a useless power in time of war. There is danger, not security, in a human Maginot line of unskilled boys with out-dated weapons in their hands. Our inductees will not need, nor should they waste much time on drill or parade grounds. When not in the shop, the laboratory, or actively operating equipment, they should for the most part be on battle maneuvers simulating real battle attacks or defense conditions.

Compulsory military training alone, however, even when done efficiently and with the most modern equipment, will be of little value in assuring security for America. Other steps for giving our country the protection she seeks must be taken. Nine additional programs several of which should have priority over universal compulsory military training are proposed.

STRONG PROFESSIONALLY TRAINED DIPLOMATIC SERVICE

America must provide a large staff of honest, professionally-trained men and women for diplomatic service. Politicians and those representing special vested interests have no place in this foreign service. The establishment of frank, friendly working relationships between our government and the governments of all the world is a task calling for a leadership of the highest caliber. From the topmost ambassador down, only the best career men and women should represent our nation in our diplomatic service. The compensation, likewise, must be sufficient to attract and hold the best brains of the nation. Private fortunes should no longer be a prerequisite to appointment for those who occupy American embassies.

EDUCATION FOR INTER-GROUP UNDERSTANDING

Our country should have a special unit or department devoting itself to the problems of creating understanding, appreciation, and mutual

co-operation between the peoples of the world. Unless a general acceptance of certain basic human rights is attained quite generally throughout the world, the misunderstandings and hates which have brought on wars in the past will again provoke international strife. Education that will create appreciations and understandings between all peoples is of vital importance. Furthermore, the futility of war and a downright fear of modern devastating military strife needs be established in the minds and hearts of every man. Only a planned and vitalized program of education operating within and between nations can produce these understandings and feelings in time. The UNESCO undoubtedly can be of significant value.

PARTICIPATE IN UNO

Our nation should enter whole-heartedly into the UNO and strive to make it stronger and more binding. Much of the world looks to America for leadership, support, and to a considerable extent for protection. The UNO offers the opportunity to set up a machinery which may outlaw war and bring world cooperation. Our nation dare not fail to participate fervently and intelligently in an effort to perfect this instrument for world peace. There can be no real national security for the United States until wars in all areas of the world are no longer waged.

EFFICIENT REGULAR ARMY AND NAVY

The United States must support unstintingly a relatively small well-trained scientifically-equipped Army and Navy. The standing Army and Navy are basic; first, because they function in peace time as constabulary giving weight to peace. At the outset of war, they serve as an immediate buffer while the nation prepares itself for a supreme effort and at the same time they provide the nucleus about which the civilians are quickly trained as military units. In all areas of major human activities, the professionally-trained must be in evidence. The Army and Navy are not exceptions.

ADEQUATE SUPPLY OF ARMS AND EQUIPMENT

The military should at all times have a considerable surplus of war equipment which may be available immediately in case of war. Wars are lost more often because of scarcity of ready modern weapons than by a shortage of men in uniforms.

RESEARCH AND PLANNING

A large department for research and planning should be given generous financial support and should be developed on an unprecedented scale. Liaison between the military scientists and those in universities

and industrial laboratories should be an aspect of this program. If there had been any doubt that science is the dominant factor in winning modern wars, the last World War furnished ample evidence to establish the fact, as demonstrated by aviation, rocket bombs, radar, and the atom bomb.

LIAISON WITH INDUSTRY, LABOR, AND TRANSPORTATION

Military and civilian liaison which works to the end that quick conversion and mobilization of industry, labor, and transportation may be expedited in case of the approach of war is essential. Once engaged, success can hardly come without total war. A military is strong to the degree that it is supported by industrial production of war materials and a transportation system adequate to make deliveries.

RESERVE UNITS

Sizable, semi-professionally trained reserve units to give the immediate support to the regular Army and Navy, national guard units, organized and voluntary reserves and many college units of R.O.T.C. should be maintained and equipped with constantly modernized equipment and weapons. These citizens, receiving regular short periods of intensive training, may well be the difference between victory and defeat in the blitz attacks that will characterize any future war.

HEALTH AND PHYSICAL FITNESS

A national program of health and physical fitness should engage the support of every citizen of the United States of America. Every aspect of this problem—education, recreation, nutrition, housing, broader medical service and remedial activities—should be attacked. The potential strength and morale of a nation rests largely on the physical well-being of all the people. This program would pay ample dividends in peace; in war the returns to the nation might mean salvation itself.

To supplement and assure the effective operation of the several programs for national security, America must give attention to the improvement of her democratic way of life. Without loyalty of the people for the institutions of American democracy and national unity which arises from a satisfied citizenry, our nation will not have the strength to carry any program of military preparedness or of international leadership. Elimination of injustices among the people and a further achievement of the basic principles for which democracy stands (social, economic, religious, and political) needs be an immediate objective. Little cooperation and respect can be obtained on the international scene until a greater degree of attainment of human rights on a national plane are achieved.

PEABODY BIMONTHLY BOOKNOTES

Selected Professional and Cultural Books for a Teacher's Library
July 1946

Booknotes Committee: Ruby Cundiff, Susan B. Riley, Norman Frost, Chairman.
Secretary to the Committee: Martha Dorris.

Annotators for this issue: A. E. Anderson, O. C. Ault, A. R. Ayers, Ralph F. Berdie, W. A. Bridges, F. Caroline Budewig, Barbara Cahoon, Beatrice M. Clutch, Dennis H. Cooke, A. L. Crabb, Leonidas W. Crawford, Ruby E. Cundiff, Harris J. Dark, Ruth B. Duncan, Irma S. Fenker, Norman Frost, Susan W. Gray, Henry Harap, Julia M. Harris, Julia Hodgson, B. S. Holden, Freida Johnson, Margaret Johnson, A. F. Kuhlman, J. H. Lancaster, Ullin W. Leavell, Donald Michelson, Virginia Muncie, Mamie L. Newman, Virginia Newman, Louis Nicholas, Nell Parkinson, Norman L. Parks, Susan B. Riley, A. I. Roehm, Joseph Roemer, Jesse M. Shaver, Christine Slayden, S. L. Smith, Karl E. Webb, J. R. Whitaker, Mary P. Wilson, F. P. Wirth, Theodore Woodward, Helen V. Wright.

Arts

CAMERA MAGAZINE, comp. *Camera-ette Photographic Series*, 1-13. Camera Magazine, c1945. 35c ea.

A series of reprints from the magazine *Camera*. These are paper bound pamphlets, unusually well written from the standpoint of the photographer at work.

COLLINS, A. FREDERICK. *Gardening for Fun, Health and Money*. D. Appleton-Century Co., 1940. 297p.

A valuable book with many suggestions for the practical gardener. It has excellent illustrations.

COOPER, JAMES B. *Poultry for Home and Market*. Turner E. Smith and Co., c1944. 481p.

An excellent book for the poultry producer. A well prepared and easily read detailed account of how to care for poultry. It is divided into units and learning aids are added.

CUSHMAN, ELLA M. *Management in Homes*. Macmillan Co., c1945. 285p. \$3.75.

Management in Homes is a study of actual homes, the families that live in them and how they managed under their particular circumstances. It also tells how students making the survey gave practical help to the families. Instead of presenting theories of home management, the book presents a method of teaching and living home management. On the college level it is a good foundation for further thinking on how to put our theories to work.

DANK, MICHAEL C. *Creative Crafts in Wood*. Manual Arts Press, c1945. 200p.

A straight forward presentation of how to do work with coping saw, work in wood-stipple craft, and in wood-chipping. The

use of tools is clearly presented, with illustrations adequate to give understanding. Designs are given, and suggestions for creative use of these crafts. Suitable for craft work in summer camps, or by individuals.

DARNTON, CHRISTIAN. *You and Music*. Penguin Books, Inc., c1946. 180p. 25c. (Pelican Books).

This book is intended to give added enjoyment to listening to the radio and phonograph records. One or two chapters seem to be too technical for the average listener, otherwise it seems a good guide to listening.

DRAMATIC PUBLISHING Co., comp. *Twenty Miscellaneous Plays: Ladies, Take a Bow!; "Lorna Loon's Fate"; The Opportunity Bureau; Bend, Down, Sister; Kids Will Be Kids; The Gals Take Over; "More Perfect Union"; A Borrowed Christmas; Ten Minutes Till Christmas; The Princess With the Hundred Dolls; A Room for the Prince; Too Much Mistletoe; Last Stop; The Little Minister; Jane Eyre; The Black Ghost; The Visitor; A Case of Springtime; Sing for Your Supper; No Way Out*. Dramatic Publishing Co.

These twenty plays are well written without exception, though some are more actable than others. The royalties, if any, are not too high for amateur groups. The cast as well as the audience would enjoy most of these plays.

DURLACHER, ED., ed. *The Play Party Book*; illustrated by Arnold Edwin Bare. Devin-Adair Co., c1945. unp. \$2.50.

Contains 37 singing games for use in kindergarten and nursery school. Will also be useful for parents who are having play periods for groups of children. The decora-

tions are for the children but the music would have to be played by an older person. The editor has had much experience in singing games production.

GRIGSBY, MADELYN. *Sew It Yourself*. Chester R. Heck, Inc., c1946. 168p. \$1.50. (Garland Homemaking Books).

The author gives in a clear, concise style many helps that will aid the inexperienced sewer in achieving the desired professional look for her home sewing. The many illustrations add to the value of the descriptions. This book would serve as a good handbook for any one interested in sewing.

OLIVER DITSON Co., JOHN CHURCH Co., THEODORE PRESSER Co., eds. 13 *Songs*. Oliver Ditson Co., John Church Co., Theodore Presser Co.

Of these recent releases the most distinctive is Sidney King Russell's *Sleep You to Dream* which is not difficult, yet is no song for most beginners. James Beni's *Lullaby*, however, is simple enough for those in the very early stages of vocal study and is written in a popular and attractive style (range D to E). *Boys* by Gustav Klemm and *Mike's Took Bad* by Victor Young are songs for a man which offer good possibilities for interesting interpretation. *Smoky River* by Fay Foster, *Last Night I Walked in the Garden* by Alliene Brandon Webb, and *My True Love* by W. Clark Harrington all have short ranges, a certain melodic appeal, and "singableness."

PARKER, KAY PETERSON. *Decorating Your Home*. Chester R. Heck, Inc., c1946. 115p. \$1.50. (Garland Homemaking Books).

The basic principles of line and color and how they may be applied in arranging room interiors and household furnishings to make them more attractive. An illustrated, indexed, practical help for the home-maker.

PARRISH, ROBERT. *New Ways to Mystify: A Guide to the Art of Magic*. Bernard Ackerman, Inc., c1945. 124p. \$2.00.

Thirty "tricks" that can be performed with simple home-made equipment, described in a clear and witty style. Suggestions for having fun with magic in social life.

THEODORE PRESSER Co., ed. 47 *Pieces of Music (Piano)*; 6 *Pieces of Music (Piano Solos with Words)*. Theodore Presser Co., c1945.

These pieces are for very young beginning piano students, to supplement good standard piano studies. They are of no value to us here since they are designed for pre-school children.

WILKINSON, ALBERT E. *Encyclopedia of Fruits, Berries, and Nuts*. Home Library, c1945. 271p.

A valuable book for the home gardener. It contains valuable suggestions for growing fruits, berries, and nuts; also information on soil, planting, pruning, etc.

Children's Literature

ADAMSON, HANS CHRISTIAN. *Eddie Rickenbacker*. Macmillan Co., 1946. 308p. \$2.75.

An engaging personal account of Eddie Rickenbacker's inspiring life events. The book is magnificently written and stresses the charm and action of Rickenbacker. Good, clean reading for high-school people.

ALLEN, MERRITT PARMELEE. *The Mudhen*. Longmans, Green and Co., 1945. 201p. \$2.00.

The Mudhen is a lazy boy's nickname. He is clever and accomplishes what he wants to without working. Popular with junior high-school boys but not nearly so good as the books by Tunis.

ATKINSON, MARGARET F. *Care For Your Kitten*. Greenberg Publishers, 1946. unpag. \$1.50.

For any child who has a kitten for a pet. Will need to be read to children in grades 1-2 but grades 3-4 can read the book for themselves. Many clever illustrations clarify the text.

BACON, PEGGY. *Starting From Scratch*. Julian Messner, Inc., c1945. unpag. \$3.00.

This book is equally pleasing to the person who likes cats and to the one who likes to draw. The pages could be removed easily and framed either singly or in panels.

BAKER, NINA BROWN. *Lenin*. Vanguard Press, c1945. 257p. \$2.50.

A biography of Lenin for children written in simple language. A very good attempt is made to explain Lenin's later attitude toward life as an outgrowth of his childhood.

BAKER, RACHEL. *Dr. Morton*. Julian Messner, Inc., c1946. 224p. \$2.50.

Not a "success" story but the story of a successful search for a safe anesthetic. Dr. Morton was a pioneer in the use of ether. Discouragements are numerous and recognition slow in coming. It is a true picture of the difficulties which surround the discoverer of anything new, be it an idea or an invention.

BATTLE, FLORENCE. *Jerry*; illustrated by Mildred Lyon Hetherington. Beckley-Cardy Co., c1946. 48p. 85c.

A pre-primer with lots of repetition and enough story interest for very young children. The red, yellow, and black illustrations help tell the story.

BECK, FRED. *Second Carrot From the End*. William Morrow and Co., 1946. 160p. \$2.00.

Very light, amusing reading of the H. Allen Smith style. The "blurb" calls it a gay, wacky, irrepressible book and that about expresses it.

BLACK, IRMA SIMONTON. *This is the Bread That Betsy Ate*. William R. Scott, Inc., c1945. unpag. \$1.25.

On the same order as *The House That Jack Built*. Begins with the finished loaf and goes back to the farmer who plants the seeds. Grades 1-3.

BLEECKER, MARY NOEL. *Big Music*; illustrated by Louis S. Glanzman. Viking Press, 1946. 256p. \$2.50.

Many old favorites are here in a new dress. The book is planned for story tellers but it will be just as good for children's reading. The stories are from folk tales and legends. For grades 4-6.

BRADFORD, MARGARET. *Keep Singing, Keep Humming*; illustrated by Lucienne Bloch. William R. Scott, Inc., c1946. 66p. \$2.00.

Play songs and story songs with the music and three-color illustrations make this a useful collection for use with children.

BRANDT, HARRY A. ed. *Fun in the North Woods*; photographs by Gordon C. Palmquist. Elgin Press, c1945. 49p.

A photographic future story of the north woods. A slight story but pleasant for small readers. Grades 1-3.

BEIM, LORRAINE. *Triumph Clear*. Harcourt, Brace and Co., c1946. 200p. \$2.00.

The story of a young girl's fight against infantile paralysis. It gives one a better understanding of the work at Warm Springs.

CAVANAH, FRANCES. *Our Country's Story*. Rand McNally and Co., c1945. 72p. \$2.50.

An ideal book to give the child his first glimpse of the story of our country. Pages of colorful illustrations and simple text tell the story of such heroes as Columbus, Washington, Lincoln, and the western pioneers. Will be of value in remedial reading in the upper grades as well as an introduction to history in the intermediate grades.

CAVANAH, FRANCES. *Benjy of Boston*; illustrated by Pauline Jackson. David McKay Co., c1946. 32p. \$1.00.

This is a present-day story which tells a great deal about historic old Boston. Through the friendship with Tony Valento, an Italian-American boy, Benjy, a boy from one of Boston's traditional families, learns some new and interesting things about his city.

CAVANAH, FRANCES. *Sandy of San Francisco*; illustrated by Pauline Jackson. David McKay Co., c1946. 32p. \$1.00.

Another locality story by the author of *Louis of New Orleans* and *Benjy of Boston*.

Sandy meets a Chinese family. This story has the charm of San Francisco plus some good interracial understanding. Grades 5-7.

CHAFEE, LETITIA. *Can You?* illustrated by Marian Throck Morton. Frederick Fell, Inc., c1946. unpag. 50c.

A picture story suggesting the desirable quality of being able to do simple things such as buttoning clothes, lacing shoes, etc. Pre-school.

COATSWORTH, ELIZABETH. *The Wonderful Day*. Macmillan Co., 1946. 126p. \$2.00.

A charming story of late 17th Century farm life in New England. It's of a series and might prove confusing to the child who had not read the first ones.

COLLIN, HEDVIG. *Wind Island*. Viking Press, 1945. 96p. \$2.00.

Before the war the author spent her summers on Fanø (Danish for Wind Island) off the coast of Denmark. This story of Danish home life will delight children in grades 2-5.

CUTHBERT, MARGARET. *Adventure in Radio*. Howell, Soskin, Publishers, c1945. 288p. \$2.50.

This book really proves to be an "adventure in radio" for it covers the complete field in such an interesting manner that its youthful readers are bound to derive pleasure and information. The twenty scripts re-printed from great broadcasts are well chosen and the chapters on techniques, production, and language are not too technical to defeat its purpose—to inform and interest youth in radio world.

DUMAS, ALEXANDER. *The Count of Monte Cristo*. Globe Book Co., c1945. 341p. \$3.50.

According to the preface this book has the vocabulary simplified; the nonessential parts of the plot eliminated; and long dialogues abridged. In the back of the book are some facts about the lives of Dumas and Napoleon Bonaparte as well as a list of questions for discussion.

ELIOT, ETHEL COOK. *The Wind Boy*. Viking Press, 1945. 244p. \$2.00.

A family of refugees move into a small village. The mother has to support her children. A strange girl appears from the mountains and offers to help. Nan brings a bit of magic with her. A mixture of realism and fantasy which is quite well-written altho the style occasionally lapses into the mediocre. The 1945 edition of this story originally published in 1923 is suitably illustrated by Robert Halleck. Attractive format. Boys and girls sixth grade and up will like it if fanciful appeals to them.

FIELD, EUGENE. *The Gingham Dog and the Calico Cat*; illustrations by Helen Page. Wilcox and Follett Co., c1945. unpag. (A Tall Twin Book).

In form like the *Tall Mother Goose* ex-

cept that it has spiral binding. Contains Wynken, Blynken and Nod and each title has a heavy cardboard cover—very attractively illustrated. Probably better for personal ownership than for library use.

FISHER, CYRUS. *The Avion My Uncle Flew*. D. Appleton-Century Co., c1946. 244p. \$2.50.

John Littlehorn of Wyoming is crippled by a fall from his pony. Strange happenings take him and his father and mother to France. Then he regains his strength and courage, incidentally bringing about the capture of a collaborationist Maire and helping the success of his uncle's glider. There is some introduction of French.

FOSTER, ELIZABETH. *Gigi in America*. Houghton Mifflin Co., 1946. 124p. \$2.00.

This is the second book about Gigi, the Merry-Go-Round Horse. There is adventure, suspense, and a happy ending. For grades 4-6.

FRISKEY, MARGARET. *Chicken Little*; illustrated by Katherine Evans. Childrens Press, Inc., 1946. unpag. \$1.00.

Chicken Little will interest little children from the first page to the last. The pictures predominate and are outstanding in color and design. The story and pictures combine to provide a delightful treat for children as well as educational values. Each page builds a desire to see the next.

FRISKEY, MARGARET. *Johnny Cotton-tail*; pictures by Lucia Patton. David McKay Co., c1946. unpag. \$1.00.

A picture book with a little story about rabbits and a farmer's dog. Good for reading aloud to preschool and for grades 1-2.

GODAL, ERIC. *Spotty, the Flying Dog*. Veritas Press, c1945. unpag. \$1.00.

A circus story is always liked and this one is no exception. The amusing colored illustrations are by the author.

GREW, DAVID. *The Wild Dog of Edmonton*. Reynal and Hitchcock, c1946. 198p. \$2.00.

Whitepow was a mongrel but to the orphan, Dwight, he was "family." They become separated. In taking care of himself and searching for Dwight he gets the name "the mysterious wild dog." His reunion with Dwight and the proof that he actually isn't wild is well told. This is a dog story of merit. Grades 5-8.

HARTMAN, ARTHUR, and others. *Builders of the Old World*. D. C. Heath and Co., c1946. 468p. \$1.80.

Builders of the Old World by Hartman, Saunders, and Nevins portrays the beginnings of what is now our civilization continuing to the discovery of America. The simpleness and compactness of the book would benefit any student. The book is a series of factual stories told as a connected narrative adventure. The illustrations are well chosen showing the contemporary culture of the period studied.

HEAL, EDITH. *Mr. Pink and the House on the Roof*. Veritas Press, c1941. unpag. \$1.00.

A cheaper edition of this amusing story which came out in 1941. Mr. Pink didn't like new-fangled things. Things happen though to make him see that "sometimes people want new things . . . and sometimes the old things are best." Grades 2-4.

HOKE, HELEN. *Grocery Kitty*; illustrated by Harry Lees. Reynal and Hitchcock, Inc., c1946. unpag. \$2.00.

An amusing story of Sudsy and his mother and sister, three cats that live in a grocery store. The illustrations are gay and story telling. Grades 2-4.

HUFF, DARRELL. *The Dog That Came True*. Whittlesey House, McGraw-Hill Book Co., c1946. 59p. \$1.25.

A delightful story of a small boy and a dog. At first it was just a "pretend" dog but William bought him a collar and a dog license. One day William and his dog "Wags" actually came home together. Grades 2-4.

HUTTON, CLARKE. *A Picture History of Britain*. Houghton Mifflin Co., 1946. 62p. \$2.50.

Picture maps of different periods of English history are shown on the end papers. Especially valuable to introduce children of grades 5-8 to England's story. May be read for pleasure or for class use and both would be fun.

IDRIESS, ION L., and MOODY, J. B. *Dog of the Desert*. Bobbs-Merrill Co., c1945. 247p. \$2.50.

This tale of a dog that wins the heart of a battalion is based on a true story. A humorous story, it depicts an Australian soldier, his dog, and their experiences. It has an appeal for upper elementary and high-school pupils.

JAMES, WILL. *Smoky, the Cowhorse*. Grossett and Dunlap, c1929. 305p. \$1.39.

A new edition of a Newbery Medal Award book. The original illustrations are used, print is clear and leading good. This is a popular book for the junior high school group.

KISSIN, RITA. *Gramp's Desert Chick*; illustrated by Sari. Reynal and Hitchcock, Inc., c1946. unpag. \$2.00.

A baby chick hatched in a pack rat's nest, meets many desert animals and is taken care of by Gramp, a hermit. The illustrations are delightful. For grades 1-3.

KIVIAT, ESTHER. *Paji*; illustrated by Harold Price. Whittlesey House, McGraw-Hill Book Co., c1946. 59p. \$2.00.

A well illustrated story of a native boy of Ceylon and his ambition to become the best carver in the village. While the villagers carved only elephants, Paji made other figures. A good introduction to the life and customs of the country. The illustrations enhance the text. Grades 3-5.

KNIGHT, CHARLES R. *Life Through the Ages*. Alfred A. Knopf, Inc., 1946. 66p. \$2.00.

A readable account of prehistoric animals and their descendants. Opposite each description there is a full-page illustration by the author whose "artistic representations of prehistoric life are part of the permanent collections of our great museums."

LANG, ANDREW, ed. *Arabian Nights*; decorations by Vera Bock. Longmans, Green and Co., 1946. 303p. \$2.00.

A beautiful edition of *Arabian Nights*. Vera Bock's illustrations are fantastic as are the stories. A delightful volume for school or personal ownership.

LANSING, ELISABETH, *Nancy Taylor, Captain of Flight Nurses*. Thomas Y. Crowell Co., c1946. 241p. \$2.00.

This is the fourth Nancy Taylor story. It is a war story, a nursing story, and of course a love story. Readers of the other Nancy stories will welcome this one.

LEEMING, JOSEPH. *Fun With Puzzles*. J. B. Lippincott Co., c1946. 128p. \$2.00.

Most children and many adults enjoy puzzles. This book includes puzzles to make and others to work out in your head or with a pencil. The author has done other "How-to-do" books; *Fun With Clay*, *Wood*, *Boxes*, etc.

LENT, HENRY B. *Aviation Readers Straight Up*. Macmillan Co., c1944. 87p.

In the new world of tomorrow, the small planes of America will open up new, exciting adventure. The story in this book tells of the helicopter, one of these small planes that flies straight up, forward, backward, and sideways. Children should be fascinated by this interesting little book.

LENT, HENRY B. *Straight Down*. Macmillan Co., c1944. 96p.

This is the second and companion book to Henry B. Lent's popular *Straight Up*. The story builds on the vocabulary of the previous volume and adds to the vocabulary of the former work. These books have wide appeal for boys who are retarded readers and should have wide use in clinics and remedial reading classes.

LENT, HENRY B. *"This is Your Announcer—"*. Macmillan Co., 1945. 199p. \$2.00.

A vocational or career story. The illustrations are from photographs. Junior and senior high school.

LEWIS, CLAUDE ALLEN, and COBB, MABEL. *Circus Day*. Bernard Ackerman, Inc., c1945. unpaginated. \$1.50.

The format of this book indicates a book for small children but the illustrations and the story will interest children through the sixth grade, especially if they are planning a circus of their own.

MABIE, PETER. *The Little Duck Who Loved the Rain*. Wilcox and Follett Co., c1946. unpaginated.

A little duck went to hunt rain when his pond dried up. He followed a sprinkler, then sat under a lawn sprinkler and finally found happiness under the fountain in the park. Lots of repetition. Grades 1-2.

McCULLOCH, ROBERT W. *Come, Jack!* Houghton Mifflin Co., 1946. 203p. \$2.50.

An exciting story of a dog, a boy, and a man in the Nebraska of the 1880's. The book is dedicated to the author's dog, Jack. There are four full-page illustrations in color by Duncan Coburn. Junior and senior high school.

McKENNEY, MARGARET. *Little White Pig*. Binford and Mort, Publishers, c1945. unpaginated. \$1.00.

A slight story of a little girl and her pet pig. For kindergarten and first grade. Dorothy Hansacker's illustrations are attractive.

MALLON, CAROLINE H. *The Story of the Sandman*; pictures by Mary Gehr. Wilcox and Follett Co., 1945. unpaginated. \$1.00.

A whimsical story of two children who take a trip to Dreamland with Sandman. They see toys and the animals they know in their *Mother Goose Rhymes* and many other wonderful things. For preschool and first graders.

MILLER, BASIL. *Patty Lou—The Flying Nurse*. Zondervan Publishing House, c1945. 62p. 60c.

This is the fifth story about Patty Lou who is now 15 years old. She is a nurse in the Coast Guard and has rank of a lieutenant. This is more a tract than a story. Many daring exploits are recounted with much emphasis on the miracles brought about by her prayers.

MITCHELL, LUCY SPRAGUE. *The New House in the Forest and The Taxi That Hurried*. SCHURR, CATHLEEN, *The Shy Little Kitten*. Simon and Schuster, Inc., c1946. unpaginated. 25c ea. (Little Golden Book Series).

Three new titles of the *Little Golden Book* series. *The Shy Little Kitten* who set out to see the farmyard; the Jenks family build their house in the woods and please the forest animals; and the story of the speedily little taxi who got Tom and his mother to the train on time. The three books are well written and beautifully illustrated in color. Very appealing to kindergarten and primary children.

MULLER, CHARLES G., and MAZET, HORACE S. *Tigers of the Sea*. Westminster Press, c1946. 223p. \$2.00.

An exciting story of shark hunting. The *Tigers of the sea* are sharks. There is an appendix filled with information on the shark industry. Boys in grades 8-10 will enjoy this book.

PROCTOR, EVERITT. *Thar She Blows*. Westminster Press, c1945. 143p. \$2.00.

An exciting story of whaling in the 19th century. For junior high-school age.

RAY, JIM. *The Story of American Aviation*. John C. Winston Co., c1946. 104p. \$2.50.

A picture story of military and civil aviation in our country. Lavishly illustrated in both colored and black and white pictures, it includes stories ranging from the Wright Brothers to the latest modern airliner. Well-adapted for the high-school science library.

RINEHART AND COMPANY. *The Story of "Gertie."* Rinehart and Co., c1946. 40p. \$1.00.

This is a true story of a mallard duck whose nest was on the top of a piling of a bridge in Milwaukee. The *Milwaukee Journal* took many pictures of Gertie the duck, of her nest, and of her babies. These photographs together with the story are in the book. All ages will enjoy it.

SELF, MARGARET CABELL. *A Treasury of Horse Stories*. A. S. Barnes and Co., c1945. 368p. \$3.75.

This collection presents examples of the best type of story in the various divisions of horselore. All kinds of horses are included, and the material is of literary value. The divisions of the book are: Fantasy and Folklore; Hunting and Polo; Three Famous Rides; Horse Trading; Races and Runaways; and Horses, Old and Young.

SILLIMAN, LELAND. *The Scrapper at Camp Blazing Rock*. John C. Winston Co., c1946. 258p. \$2.00.

A camp story for boys. There are all the elements of a successful sport story. The hero finds that there are satisfactions greater than just winning but the story is not preachy. High school.

TASHLIN, FRANK. *The Bear That Wasn't*. E. P. Dutton and Co., c1946. unpag. \$1.25.

This book will have different kinds of appeal to adults and to children. Both should have a chance to see it and read it. The question becomes "Is he a bear or is he a man who needs a shave and who wears a fur coat?" It is a satire but to the children it will just be funny.

UNDSET, SIGRID, ed. *True and Untrue*. Alfred A. Knopf, Inc., 1945. 253p. \$2.50.

These Norse tales are well suited for young and old alike. Frederic T. Cnapman's illustrations were done while serving as ambulance driver in Italy and make a very valuable addition to Undset's material. Humor, pathos, magic, nonsense, love, and hate are all a part of these folk tales.

URMSTON, MARY. *Forty Faces*. Doubleday, Doran and Co., 1940.

Jean Madison, a college girl, had her heart set on going to a big University but

instead she attended a teachers college within easy commuting distance of her home. The fun she has and the excitement she stirs up make you feel the experiences she has during her practice teaching sessions. Excellent high-school and junior-college reading material.

WEIL, ANN. *The Very First Day*; pictures by Jessie Robinson. D. Appleton-Century Co., c1946. unpag. \$1.50.

This "first day" was at kindergarten and kindergartners will love it. First and second graders would enjoy reading it to little brothers or sisters.

Education and Psychology

BAMBERGER, FLORENCE E. *The Effect of Checked Directed Study Upon Achievement in Ninth Grade Algebra*. Johns Hopkins Press, c1945. 85p. \$1.25. (Johns Hopkins University Studies in Education).

The ever-present problem of maintaining interest in the classroom has been considered in a scientific manner in this study by Bamberger. The incentives that may be used to add to the classroom procedure are clearly outlined; the application of these in experimenting and the results gained show definite results. One conclusion clearly pointed out that students prefer to check their own papers and that they profit by seeing how and where they make mistakes. In-service teachers should find this little pamphlet extremely interesting.

BARUCH, DOROTHY W. *Parents Can be People*. D. Appleton-Century Co., c1944. 262p. \$2.50.

This is a good book for parents. It tells of the difficulties children have living with misunderstanding parents. From babyhood through adolescence, problems arise due to the lack of some need felt by the child. This book gives clear explanations for parents to understand and help overcome undesirable behavior and to create better family relations.

BERNHARDT, KARL S. *Practical Psychology*. McGraw-Hill Book Co., Inc., c1945. 319p. \$2.50.

A rather simplified elementary textbook in psychology which includes sections on: origin and control of human activity, individual differences and their measurement, relations with other people, knowing our world. Each chapter closes with an outline of the chapter and a list of review questions. The author suggests its use for the interested layman and for extension classes. Fair but not a superior textbook.

BETTS, EMMETT ALBERT. *Foundations of Reading Instruction*. American Book Co., c1946. 757p. \$4.50.

This book is designed as a source book for use in teachers' colleges and schools of education. The central theme of the book deals with the elementary school teachers' problem of how to identify in-

dividual needs and how to provide for them in a classroom situation. Photographs are included to aid the inexperienced teacher in understanding the recommended procedures.

BLAIR, GLENN MYERS. *Diagnostic and Remedial Teaching in Secondary Schools*. Macmillan Co., 1946. 422p. \$3.25.

Glenn Blair presents in these pages not only a practical guide for carrying out remedial programs in schools but also a very good basic text for courses in diagnostic and remedial teaching. He deals with the problem in three sections: (1) improving reading, (2) remedial work in arithmetic, spelling, handwriting, and English, and (3) general matters such as case studies and how to prepare for remedial teaching.

CARMICHAEL, LEONARD, ed. *Manual of Child Psychology*. John Wiley and Sons, Inc., c1946. 1068p. \$6.00.

A manual of encyclopedia proportions, this book will be of great value to all professional workers interested in the behavior and development of children. Its nineteen chapters are written by the authorities most capable of treating each subject. The book is designed primarily for advanced students but many of the chapters are of equal interest to both graduate and undergraduate students. Excellent and up-to-date bibliographies are included for each topic and the back contains a useful and complete index. This is perhaps the most useful single volume for child psychologists since the publication of Murchison's *A Handbook of Child Psychology*, in 1933.

CHITTENDEN, GERTRUDE E. *Living With Children*. Macmillan Co., c1944. 163p. \$1.75.

This book tells of the principles of child development from birth through adolescence. It is clearly stated so the adult can better understand and guide this growing, changing individual who so often puzzles him. Wartime problems regarding children are discussed and how the community can help meet children's needs.

COLE, LUELLA. *The Elementary School Subjects*. Rinehart and Co., c1946. 455p. \$3.25.

Exceedingly practical presentation of established scientific knowledge about the teaching of each of the school subjects. Miss Cole has made suggestions as to how this should be used in actual teaching. The book is more convenient for use in school situations than any other now published. It is almost a "must" for an up-to-date school.

CUNNINGHAM, BESS V. *Psychology for Nurses*. D. Appleton-Century Co., c1945. 336p.

A systematic introduction to general psychology with special emphasis on certain aspects of particular interest to nurses. Each chapter contains a summary, a list of suggested activities, and a list of suggested readings. A large number of charts, dia-

grams, pictures, etc., are included. A superior text in its special field.

DE KLEIN, JENNY. *Suffer All Children*. Dorrance and Co., c1944. 253p. \$2.00.

This book is about an intelligent woman with the best intentions but no understanding of her two adolescent children who almost wreck their lives. A gripping story. One sees many women of today in this portrayal.

FERN, GEORGE H., and ROBBINS, ELDON. *Teaching With Films*. Bruce Publishing Co., c1946. 146p. \$1.75.

Good advice for those who propose to utilize sound films to supplement teaching. Pictures help tell the story, chiefly about the mechanics of showing pictures. A special feature of the book is a chapter for administrators.

GARVEY, NEIL FORD. *Financial Problems Arising From Changes in School District Boundaries*. University of Illinois, 1943. 20p.

This is an abstract of a Ph.D. Thesis that should be read by every superintendent of a local school system. Much emphasis is placed on a formula for making such changes.

HENDERSON, J. LOWELL. *Learn—and Like It*. G. A. Willing, c1946. 236p. \$3.00.

Written by a civil and structural engineer, this is one of a long line of books on how to succeed. Eleven chapters on such topics as definitions for learning, obstacles to learning, will, thinking, attention, and concentration, methods and practices. A considerable portion of the book is devoted to a consideration of mnemonic devices. Of questionable value.

JOHNSON, BURGESS. *Campus vs. Classroom*. Ives Washburn, Inc., c1946. 305p. \$3.00.

This is a clever, shrewd, and keen insight into student faculty relations by a man who has spent most of his working period teaching college and university students. It is a candid appraisal of the American College. "You'll be learning and laughing at the same time about what he has to say on the abused and sometimes defiant self-importance of the prom or other 'builder-up' programs on the campus when a 'goon' of a professor insists that classroom and assignments be given at least nodding recognition even by those majoring in extracurricular activities."

JONES, ANNA MAY. *Leisure Time Education*. Harper and Brothers, c1946. 235p. \$2.75.

A remarkably helpful book for those concerned with helping children learn to use their leisure time. The book is based on experience largely on the junior high-school level in New York City. The principles evolved have general value for all levels of teaching and all types of communities. Even the specific lists and suggestions will prove stimulating in other

places, and some are applicable. Recommended for all teachers.

KETCHUM, ROLAND, and GREENE, JAY E. *Improving Your Vocabulary and Spelling*. Noble and Noble, c1944. 118p.

Clever usage of the G. I. Method of stimulating interest—cartoons and humorous life situations—makes this book a modern type of text for junior and senior high schools. A variety of methods for improving children's vocabulary is suggested. This text is designed to arouse the student's interest and to improve his vocabulary and spelling at the same time.

KOOS, LEONARD V. *Integrating High School and College*. Harper and Brothers, c1946. 208p. \$3.00.

This book is the outgrowth of an exclusive investigation into the operation of the so-called 6-4-4 plan of school organization over a twenty-year period. It embraces scores of local educational systems. It is similar in treatment to the volume entitled *The New American College*. It's a very worthwhile contribution to the new movement in American education.

LEONARD, J. PAUL. *Developing the Secondary School Curriculum*. Rinehart and Co., 1946. 560p. \$3.50.

A well-organized presentation of the development and trends of the secondary school curriculum. There is the rightful presentation of the diverse needs of young people, and the ways in which these diverse needs are being met. Mr. Leonard has succeeded in presenting this in relationship to the entire educational program.

LEWIS, NOLEN D. C., and PACELLA, BERNARD L., eds. *Modern Trends in Child Psychiatry*. International Universities Press, c1945. 341p. \$6.00.

A series of lectures originally given at the New York State Psychiatric Hospital and Institute. Contains papers by such students of child development from the psychiatric point of view as Margaret Ribble, David Levy, Caroline Zachry, Bruno Klopfer, and Louise Despert. The 17 papers included should be helpful to the interested laymen or student of child development in obtaining an understanding of present-day thought in this area.

LORD, DANIEL A. *Some Notes for the Guidance of Parents*. Queen's Work, c1944. 252p. \$2.00.

This book is written for the lay reader with particular interpretation of the Catholic point of view on such topics as sex education, marriage, and religion in the home. The content is divided into eight chapters, each chapter containing many specified topics without consideration for any particular sequence. This makes for easy reading of the whole or of any one part. Much emphasis is given to the grave responsibility parents must assume for their children and to God for their upbringing. Irrespective of religious belief any parent can find guidance for many of the problems of child rearing from birth

to maturity in Father Lord's *The Guidance of Parents*.

LOWREY, LAWSON G. *Psychiatry for Social Workers*. Columbia University Press, 1946. 337p. \$3.50.

For social workers and teachers, this offers an excellent source of information pertaining to psychiatry and abnormal psychology. The author is one of the foremost authorities in his field and this work shows him to be a writer of above average talent. After a brief discussion of the social aspects of psychiatry, the author describes the specific psychopathologies, emphasizing those aspects which assist in the recognition of the mentally abnormal. As in most similar texts, too little attention is paid to aspects related to therapy and to prophylaxis. The reader requires no particular background of medical information to benefit from this volume.

LOWY, SAMUEL. *New Directions in Psychology*. Emerson Books, Inc., 1945. 194p. \$3.00.

Intended for the general reader with an interest in social reform. Its background is contemporary psychoanalytic theory. Himself a practicing analyst in England and in Europe, the author presents a thought-provoking discussion of ways in which present-day psychological and, in particular, psychoanalytical formulations might be applied to current social problems.

MORGAN, JOHN J. B. *How to Keep a Sound Mind*. Macmillan Co., 1946. 404p. \$2.75.

A revision of the highly popular *Keeping a Sound Mind*, first published in 1934. Designed as a basic textbook for elementary courses in mental hygiene. Also suitable for the general reader interested in mental health.

MUNN, NORMAN L. *Psychology: The Fundamentals of Human Adjustment*. Houghton Mifflin Co., 1946. 497p. \$3.25.

A textbook in general psychology. The presentation is organized in seven parts: scope and methods, development, learning, motivation, emotion, perception and attention, and individual differences. The presentation is clear and amply illustrated by well-selected citations and summaries of researches. Applications to life are suggested. The book is admirably designed for great flexibility in use, both as to length of the course and as to emphasis upon introduction to the further technical study or upon general value to those who will go no further in formal study of psychology.

MUNROE, RUTH LEARNED. *Prediction of the Adjustment and Academic Performance of College Students*. Stanford University Press, 1945. 104p. \$1.25.

Reports a study of the use of a group Rorschach test with entering freshmen at Sarah Lawrence College. Describes the relation of Rorschach scores to other criteria of adjustment, to scores upon the ACE Psychological Examination, and to academic standing.

NORTON, JOHN K., and LAWLER, EUGENE S. *Unfinished Business in American Education*. American Council on Education, c1946. 64p. \$1.00.

This is a very interesting and well illustrated, in black and red, inventory of public-school expenditures in the United States that should be examined by every public-school superintendent and board of education in the United States.

ORGEL, SAMUEL ZACHARY. *Psychiatry, Today and Tomorrow*. International Universities Press, c1946. 514p. \$6.00.

Written for non-psychiatrically trained professional workers, this outline of modern psychiatric problems is of interest to teachers, lawyers, social workers, and clergymen. Concise descriptions of the major psychopathologies are presented with discussions of underlying conditions. More attention given to both problems of prevention and therapy would have made the book of greater value to the layman who is seeking a more thorough understanding of psychiatry. New developments in the fields of psychotherapy and mental testing are also ignored. The book is well written and a glossary at the end of the book is of assistance to the reader.

PITKIN, WALTER B. *The Art of Rapid Reading*. Blue Ribbon Books, c1929. 233p.

The idea is presented with the pages of this book that art of communication involves mastery of the subject, of its presentation, and of its reception. Pitkin then explains how this reception may be aided by increased reading speed and the elimination of bad reading habits. Stress is put on speed, accuracy, and retentiveness. The material is presented in such a simple manner as to make it practical for anyone who knows how to read.

POLYA, G. *How to Solve It*. Princeton University Press, c1945. 204p. \$2.50.

This book is not a textbook. It presents a non-sophisticated manner in which to aid children in the solving of problems. Illustrations apply to math but principles are applicable to other fields. Some parts are very good but on the whole it contains too much repetition and irrelevant material. I doubt if it would be of any help to the majority of teachers.

REEDER, WARD G. *Campaigns for School Taxes*. Macmillan Co., 1946. 112p. \$2.20.

A concise and helpful listing of principles and methods of putting over proposals for increased tax support for schools. The treatment is full enough to be helpful and not so lengthy as to be wearisome. Every superintendent of schools and school board members will find this eminently worth while.

RIBOT, T. A. *The Psychology of At-*

tention. Marcel Rodd Co., c1946. 76p. \$2.50.

A reprint of Ribot's classic work on attention. Contains a preface by Margaret Corbett, Principal, the School of Eye Education, Los Angeles.

RUSSELL, JOHN DALE, ed. *Emergent Responsibilities in Higher Education*. University of Chicago Press, c1946. 142p. \$2.00. (Proceedings of the Institute for Administrative Officers of Higher Institutions).

A symposium on the problems facing institutions of higher learning, with emphasis on counseling of veterans and related issues.

SCHOOLLAND, MARIAN. *The New Brother*. William B. Eerdmans Publishing Co., 1946. 82p. 60c.

An eight-year-old orphan boy finds a Christian family who offer not only a home but a family of his own. This book holds the interest of the 7-10 year-old child and can be used for supplementary reading in Sunday School.

SMITH, NILA BANTON. *Teachers' Guide for "Through the Gate."* 160p.

Teachers' Guide for "Through the Gate" helps explain the classroom plans. Specific approaches are listed and should be supplemented by the teacher's own originality.

STANFORD SCHOOL OF HUMANITIES. *Elementary Courses in the Humanities*. Stanford University Press, 1945. 146p. \$2.00.

This is the Report of the Third Annual Humanities Conference at Stanford University which explored the best means of presenting lower division humanities courses. The reports cover: Whether elementary courses in literature and the fine arts should emphasize the social factors or aesthetic values; What point of view the elementary courses in philosophy should maintain, etc. A very valuable contribution to a new field of education.

STANFORD WORKSHOP IN INTERCULTURAL EDUCATION. *Charting Intercultural Education, 1945-55*. Stanford University Press, c1946. 58p. 50c.

A pamphlet to guide teachers, administrators, and laymen in the improvement on intergroup relations.

STEVENSON, ELIZABETH. *Home and Family Life; Education in Elementary Schools*. John Wiley and Sons, Inc., c1946. 309p. \$2.75.

An excellent resume of child development is included in Part I, which has the rather misleading title of *A New Concept of Home and Family Life Education*. Part II includes an analysis of experiences that may prove helpful. The analysis is good, but much better on the illustrative accounts of schoolroom practices. Every elementary teacher will want the book for these ac-

counts, if for nothing else. Good principals and supervisors will want this book, too.

STRANG, RUTH. *A Study of Young Children*. Abingdon-Cokesbury Press, c1944. 160p. 60c.

This is a clear, concise portrayal of the growth and development of little children written for workers in a church school but equally suitable for any teacher or parent or whoever has the care of children from birth through five years of age.

TABA, HILDA, and TIL, WILLIAM VAN, eds. *Democratic Human Relations*, 16th Yearbook. National Council for the Social Studies. 366p. \$2.00.

A nation-wide survey which attempts to evaluate teaching procedure with special emphasis on teaching methods aimed at developing better intergroup relations. A highly commendable project for using the social studies to help alleviate racial, religious, social, economic, and political animosities and tensions.

THURSFIELD, RICHARD EMMONS. *Henry Barnard's American Journal of Education*. Johns Hopkins Press, 1945. 359p. \$3.75. (Johns Hopkins University Studies in Historical and Political Science).

This is a patient and understanding study which not only places Barnard's thirty-one volumes against their proper background but interprets very keenly the role they played in the development of American education.

WITHERINGTON, H. CARL. *Educational Psychology*. Ginn and Co., c1946. 462p. \$2.75.

Designed for beginning students. Major portions of the book are concerned with aspects of human development relevant to education, and to the psychology of learning. Relatively little material on personality development or guidance is included. Glossary. Exercises and selected references for each chapter. A fair but not outstanding text.

WOFFORD, KATE V. *Teaching in Small Schools*. Macmillan Co., 1946. 399p. \$3.75.

Miss Wofford has succeeded in bringing into the pages of this one volume a wealth of material and suggestions for beginning teachers, especially for teachers in small schools. The idea of the entire school procedure (curriculum, method, management) having a total, combined, educational impact on each child as a complete individual, is excellently maintained and admirably followed into helpful detail. This is a real contribution to the training of rural teachers, both before service and service.

WOODRUFF, ASAHUEL D. *The Psychology of Teaching*. Longmans, Green and Co., 1946. 180p. \$1.75.

Directed toward the beginning student in educational psychology. An attempt is made to eliminate aspects of educational psy-

chology usually covered in other courses and such aspects as would be of little immediate value to the prospective teacher. Though much of it is commendable it appears too diluted and too much a matter of broad generalization to be of much value for the serious student of the field.

WRIGHTSTONE, J. WAYNE, and MEISTER, MORRIS, eds. *Looking Ahead in Education*. Ginn and Co., c1945. 151p. \$1.50.

A provocative, up-to-the-minute forecast of developments in such diverse phases of education as community education, measurement, personality analysis, and elementary schools.

Health and Physical Education

ANDERSON, H. B. *Public Health the American Way*. Citizens Medical Reference Bureau, c1945. 238p. \$2.50.

The book is written by the Citizens Medical Reference Bureau. The purpose of the organization is "to restore and preserve the American ideal of liberty as it relates to the art of healing." They have attempted to show "how compulsory sickness insurance and similar schemes to socialized medicine nullify the Bill of Rights." It does not in the reviewer's opinion interpret the modern program in public health.

BETHEL, DAVID. *A Little Book of French Cooking*. Ralph T. Hale and Co., c1945. 96p. \$1.50.

This is a book of a few typical French recipes rather than a general cook book. It is attractively written with drawings and woodcuts interspersed to give atmosphere. A very attractive little book for those interested in French cooking.

BROADY, LOIS PEDERSEN, and FRENCH, ESTHER. *Health and Physical Education in Small Schools*. University of Nebraska Press, c1946. 343p. (Small School in Action Series).

A revision and expansion of a well-known manual. The treatment of the physical education program is detailed and excellent. The treatment of the health program is cursory, but sound as far as it goes. Both health and physical education are treated from the point of view of a school program quite apart from community programs and possible integration of school and community health work.

DENSFORD, KATHARINE J. *Ethics for Modern Nurses*. W. B. Saunders Co., 1946. 260p. \$1.75. (Professional Adjustments I).

Brief, well organized, this book covers every contact and relationship the nurse will have in her basic professional experience. It should contribute to poise by interpretation of "tradition" and "taboo" and by modern methods of approach and evaluation. It should be of real help to the individual nurse and to the persons who provide stimulation for her development through guidance.

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FERGUSON, MARION. *The Service Load of a Staff Nurse*. Teachers College, Columbia University, 1945. 51p. \$1.85.

The book should be an excellent tool for administrators of public health nursing programs. It should be helpful in determining the amount of service which an individual nurse may render. All public health nurses interested in balancing their service load will profit by reviewing the book.

FERGUSON, ERNA. *Mexican Cookbook*. University of New Mexico Press, 1945. 118p. \$2.00.

The author of this book has collected recipes from Spanish and Mexican friends and adapted them to the American methods of cooking. The recipes are well chosen. It will be of interest to those who are interested in Mexican foods.

HOYMAN, HOWARD S. *Health Guide Units for Oregon Teachers*. University of Oregon Medical School, c1945. 429p.

The book will serve as an excellent guide to health teachers in junior and senior high school. There are 17 well-organized units of study. Each contains 5 main parts: Introduction, objectives, outline, evaluation, and references. The plan of organization is good and the content has a modern concept. The units on com-

munity and mental health are to be commended.

PEARSE, INNES H., and CROCKER, LUCY H. *The Peckham Experiment*. Yale University Press, 1945. 333p. \$3.50.

The book describes a unique experiment in healthful family and community living. It tells of the origin of the Pioneer Health Centre in the Peckham District in London, England. For a small weekly family fee, the family (or individual members) is entitled to periodic health examinations, parental consultations, vocational guidance, and legal advisory service. The Centre also provides opportunities for recreation for all age groups as well as making possible participation in all forms of community activities.

PODOLSKY, EDWARD. *Doctors, Drugs and Steel*. Bernard Ackerman, Inc., c1946. 384p. \$3.75.

A survey of the entire field of modern medicine brought by a physician of World War II. Directed to a public which will no longer consider less than the vital—the dramatic—the book ably meets this demand.

SCHLINK, F. J., and PHILLIPS, M. C. *Meat Three Times a Day*. Richard R. Smith, 1946. 194p. \$2.50.

This book is an expose of the theory that the eating of much meat is unhealthy.

A chapter on "how to buy and how to cook meat is very practical." Some rather interesting menus of hotels of earlier days showing a preponderance of meats are used. It would be of interest to the laymen.

WALL, FRANCIS P., and ZEIDBERG, LOUIS D. *Health Guides and Guards*. Prentice-Hall, Inc., 1944. 380p. \$2.75.

This small book contains much material pertaining to the broad field of health. The structure and functions of the systems of the body are given briefly. Practical application is given to the prevention of illness and correlated with public health measures. Considerable emphasis is given to the field of social hygiene. This in the opinion of the reviewer is good, but there are some sections which seem to stress the negative parts rather than the positive public health control measures.

WILLIAMS, JESSE FEIRING. *Personal Hygiene Applied*. W. B. Saunders Co., 1946. 564p. \$2.50.

This book is written primarily for college students. It is well written and the content is in keeping with present-day thinking. The writer has added new material in relation to psychological aspects of behavior and nutrition. Much of the material in his earlier editions has been revised and the sequence rearranged. The question and bibliography at the close of each chapter should be helpful to both teacher and pupil.

Literature

ADAMS, J. DONALD. *The Treasure Chest*. E. P. Dutton and Co., 1946. 402p. \$2.50.

An excellent anthology for the lover of contemplative prose. Short reflective passages from the Bible to contemporary writing that "irritate or stimulate the mind or fire the imagination." Mr. Adams' taste is general rather than esoteric, and he has provided selections meaningful for all readers.

BOOTH, EDWARD TOWNSEND. *God Made the Country*. Alfred A. Knopf, 1946. 330p. \$2.50.

Essays on the lives and works of authors from Athenian to Concord days who have drawn sustenance, physical and spiritual, from rural life. Although written in a familiar style, the biographical and anecdotal material is well documented in full and readable notes.

BROOKS, CLEANTH, and HEILMAN, ROBERT B. *Understanding Drama*. Henry Holt and Co., c1945. 515p. \$2.25.

A manual on the fundamental structure of drama with the text and close analysis of eight plays. Questions and analyses are given in an appendix on several additional plays, and a most helpful glossary is included. A unique and valuable book for teaching or study.

CAUKIN, HELEN FERGUSON, and SWALLOW, ALAN, eds. *American Writing 1944*. Bruce Humphries, Inc., c1945. 232p. \$2.50.

The third of the series covering publications from January 1943 through June 1944—a tasty selection of prose and verse, some of it by recognized writers, much of it by those who will be. This selection serves a very commendable end in making such materials available beyond the covers of the noncommercial and "little" magazines.

CHUTE, MARCHETTE. *Geoffrey Chaucer of England*. E. P. Dutton and Co., 1946. 347p. \$3.75.

This life of Chaucer is so entertaining to read that one may fail to appreciate the real scholarship and craftsmanship that it embodies. It gives the reader a vivid impression of Chaucer, the government official who wrote for his own satisfaction. There is a well-presented portrayal of the times in which he lived, and a scholarly analysis of his writings. Suitable for recreational reading or more careful study.

COBLENTZ, STANTON A., comp. *The Music Makers*. Bernard Ackerman, Inc., c1945. 275p. \$3.75.

For this anthology the author has chosen modern poems of the traditional type emphasizing rhythm, "magic," and clarity. Many good minor poets whose works are not easily available are included.

COOPER, CHARLES W. *Preface to Poetry*. Harcourt, Brace and Co., c1946. 737p. \$3.00.

An ample offering of poetry—English, American, and some European and Ancient—supported by scrupulously formulated critical aids and bolstered with elements of "more recent studies of linguistic psychology" and Basic English. A very interesting, stimulating, and complete—if somewhat wordy—approach to appreciation.

DANA, H. W. L., ed. *Seven Soviet Plays*. Macmillan Co., 1946. 520p. \$4.00.

These seven modern plays are presented as representative of some of the different ways in which Russian drama contributed to Russian war preparation and effort. They deal with past invasions of Russia as well as with World War II. The plays are interesting reading as well as interpretative of Russian life and thought.

FARRELL, JAMES T. *The League of Frightened Philistines*. Vanguard Press, c1937. 210p. \$2.75.

A collection of critical essays on individual authors and the general literature of our day focused on the question of the function of literature in society and the influence of society on literature. Mr. Farrell brings to his critical writing the same directness and perception that he does to his novels.

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COMING SOON!

The Nashville, Chattanooga & St. Louis Railway's new streamliner, "City of Memphis," a super deluxe coach train, operating between Nashville and Memphis, will be inaugurated some time this fall, according to announcements today by the road's officials.

The new daylight service, between these two cities, will be on a five-hour schedule, cutting hours from the present time, and will be equipped throughout with every device for the comfort and convenience of its patrons.

The new streamliner will consist of six coaches, and the exterior will be done in attractive blue and gray. There will be one mail-baggage car, one deluxe combination coach-lounge-dinette for colored passengers, one dining-tavern car, two deluxe coaches, and one deluxe coach-lounge-observation car with streamlined end. There will be seats for 194 passengers, exclusive of the lounge, tavern and diner. The diner will seat 24, with 32 seats in the tavern section, while the observation-lounge will seat 21, and the lounge-tavern will accommodate 18.

The tentative schedule provides for the departure from Memphis at 8:30 am., and arrival at Nashville at 1:30 pm. Leaving Nashville at 3:00 pm., the train will arrive at Memphis at 8:00 pm, affording convenient connections east and west with all important trains arriving and departing Memphis, as well as at Nashville with the L&N's Pan American, and the new St. Louis-Atlanta streamliner, which is soon to be placed in operation.

The new "City of Memphis" will have the latest type six-wheel trucks, roller bearings, with soundproof deadening pads as easy riding features, and equipped with high-speed clasp brakes.

All passenger coaches will be equipped with wide windows, with double-glazed aluminum window sash, each window accommodating two pair of seats; the coaches will be air conditioned with individual lights over each pair of seats, which will be of reclining type with foot rests. There will be overhead baggage racks of steel and aluminum, with a compartment for heavy luggage at each end of the coach, and each coach will be equipped with electric drinking fountains. Washroom facilities will be extra spacious, with wash basins, dental basins, and illuminated mirrors, with electric razor outlets.

There will be public address system outlets in the coaches for use in announcing stations, calling attention to points of interest along the route, and for announcing meals and radio programs.

Particular attention has been given to the color scheme in the upholstery of the coaches and appointments of the tavern and observation coaches. For instance, the observation coach will have one sofa upholstered in green, one in sunrose, one in acorn, and one in gray, with three chairs, each finished in the four color combinations, with reddish wine floor, green side walls, green ceiling, beige trim around side wall metal stripes, and green Venetian blinds.

THE NASHVILLE, CHATTANOOGA & ST. LOUIS RAILWAY



To And From Dixieland

PEABODY *Journal* OF EDUCATION

SEPTEMBER 1946

VOLUME 24 ■ NUMBER 2

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CONTENTS



EDITORIAL—Joiners	65
The Role of Peabody College	67
Middle-of-the-Road Discipline	75
Henry H. Hill	
Why I Quit	78
Sheldon E. Davis	
A Teacher Looks Within Himself	82
Morris B. Cierley	
Some Things Essential	86
Grace Stark	
The Business of a Teacher Is to Teach	93
A. L. Crabb	
You Can Stop Smoking	100
R. T. DeWitt	
From ■ Teacher's Notebook	103
J. R.	
Teaching, Learning, and Living Health	105
Chris A. DeYoung	
Honor to Whom Honor	107
Gordon Wilson	
Partisans	108
Peabody Bimonthly Booknotes	109

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JOINERS

We have had the notion for some time that the departure of teachers from their historic professional isolationism is one of the notable phenomena of the times. Recently we sat at the table with four teachers; and, to test the matter out, we asked them to which organizations they belonged, if any. It seemed that they did.

No. 1 belonged to Kappa Delta Pi, Lambda Phi Sigma, the Minnesota Education Association, the National Education Association, the American Childhood Education Association, and the League of Women Voters. She was a bit apologetic, saying that she was not a very good joiner.

No. 2 was a paying member of Kappa Delta Pi, the South Carolina Education Association, the National Education Association, the American Childhood Education Association, and the Department of Classroom Teachers. She explained also that she didn't join very easily.

But No. 3 wasn't so reluctant in such matters. She belonged to the Wisconsin Education Association, the Marathon County Teachers Association, the Women's Conservation League of America, the Wisconsin Conservation League, the Mosina Sportswoman's Club—"Wait a moment," said we, "let's limit your catalog of lodges to those remotely associated with teaching." "I was," said she calmly and continued the list—the Mellen Rod and Gun Club, the Wisconsin Fish and Game Commission, the Marathon County Coordinating Council, the Wisconsin Supervising Teachers Association, Delta Kappa Gamma, the National Education Association, the American Childhood Education Association. "That will do," said we. "It's not all," said she, taking in a deep breath. "It's enough," we said firmly and turned to No. 4.

Now, in the matter of memberships, No. 4 simply went to town, ~~as~~ is the dreadful current phrase. She belonged to the New Education Fellowship, the Council for Co-operation in Teacher Education, the Association for Supervision and Curriculum Development, the Department of Elementary School Principals, the Department of Rural

Education, the Department of Student Teaching, the American Association for Childhood Education, the Tennessee Education Association, the National Education Association, the Middle Tennessee Radio Council, the Tennessee Legislative Council, Kappa Delta Pi, the American Association of University Women, Pi Lambda Theta, Delta Kappa Gamma—at that moment our pen went dry, and we failed to record the final dozen or so.

When we started this, we had a fine moral with which to point our tale. But somehow or other, in the confusion it has been misplaced. See if you can find it.

THE ROLE OF PEABODY COLLEGE

A Preface to the Report of the Committee of Eleven

One of the first official acts of President Henry H. Hill upon his arrival at Peabody College was to appoint the group which subsequently came to bear the euphemistic title of the Committee of Eleven, so named, of course, because of the size of its membership.

The appointment of this committee perhaps was the result of a variety of motives. In the first place, it could likely serve to induct President Hill into a quicker and more thorough acquaintance with the various conditions of the College. Second, it offered to the members of the Peabody staff a chance for co-operation in labor of mutual concern, to infuse into their identity with the College a quality of freshness and growingness. In the third place, it was an occasion to put into more compact and explicit formulation a statement of the end and purpose of the institution itself.

There followed a year of close and careful study of the many issues involved in the College. The study was carried on not only by the Committee of Eleven but by committees upon which served all of the other members of the staff, and which considered in more specialized detail the other problems of the College. Special groups of alumni were drawn to the campus for counsel. Leaders of national importance in the field of education, but in no manner connected with the College, came before the committee to give it such direction as could be derived from their experience. At the end of the year the results of this consolidated work were summed up in a report to the President.

It is the purpose of this article to state as well as may be done within the limits assigned the conclusions regarding the unique role of the College, conclusions which were the sequence of this year of combined and continued study.

In this period the role of the College as seen by the administration and staff of the College, as seen through the eyes of our alumni and special consultants, was considered seriously and frequently. The Committee of Eleven succeeded in identifying certain elements and characteristics of the Peabody program. Each of these elements serves to set Peabody College apart from many other colleges, and the total combination seems to the committee to be unique in the values which it holds for American education.

A PROFESSIONAL COLLEGE FOR EDUCATIONAL LEADERSHIP

The major function of Peabody College is to provide the best instruction and educational guidance for the schools and colleges of the nation. This is a function which solely, except for brief and inescapable interruptions, has motivated the College for more than seventy years. It was the function which President Stearns and his staff interpreted so ably in 1875. It was the function which President William Harold Payne and his staff were interpreting with even more force in the Nineties. It was the function which President Porter proclaimed. It was the function to which President Bruce Ryburn Payne gave his unswerving thought. It was, in the main, the major consideration of President Garrison.

Two emergencies have succeeded in blurring to some degree this perspective. In the first place, in the Depression it was blurred by the need for larger attendance, and the accruing economic advantages. Secondly, in the early period of the war, for fifteen months, soldiers were stationed on our campus, and this gave the work of the institution a considerably larger focus. These two emergencies have passed, and the College has reverted to its time-established mission.

This role of educational leadership shows itself in two principal ways: in preparing personnel—teaching, administrative, advisory, etc.—for schools and colleges; and in the creative influences which the College may bring to bear upon educational policies and programs throughout the nation.

The history of the institution has been one of steady devotion to what has been termed “the most important of all educational considerations, the selection, education, and continuous development of those who are to teach.” It assumes that teachers are as educable as physicians, or lawyers, or preachers, or any other professional group which responds favorably to training. All three major levels of instruction—junior college, senior college, and graduate school—contribute to this end.

A PRIVATE INSTITUTION OF HIGHER LEARNING

Peabody's conceptions and programs to the end of improved instruction and educational leadership are conditioned by its status as a private institution. In this are inherent both weakness and strength.

As a privately endowed college, Peabody faces the necessity for securing continued and increasing support from non-governmental sources. The decline in income from investments and the generous support provided state-supported institutions in recent years have

definitely weakened the relative financial position of endowed institutions.

On the other hand, Peabody College has a degree of freedom denied the tax-supported college. This freedom, however, places squarely upon the College an inescapable obligation to experiment; to pioneer; to initiate local, regional, and national educational advancement; to be part and parcel of a leavening minority in the American educational system. Peabody's obligation to maintain a faculty fully able to accept all the challenges inherent in its status cannot be too strongly emphasized. To paraphrase the words of one of our consultants, the unique function of a private institution such as Peabody College will be realized if and when the faculty (a) offers instruction of a superior quality, (b) performs services of a nature less feasible for the other institutions in its service area, (c) plays the role of pioneer in the fields of its special interest.

PEABODY HAS THE SUPPORT OF A DISTINCTIVE HERITAGE

As a sequence to its long and sharply focused career, Peabody has a selected faculty, a suitable though somewhat inadequate physical plant, a growing student body which increasingly shares in its program, a widely distributed group of alumni, loyal in interest and strong in numbers and educational influence. Peabody owns the books accumulated during the careers of Davidson Academy, of Cumberland College, of the University of Nashville, and by Peabody College since 1875. It is the inheritor of traditions that have been gathering for 162 years. For seventy years it has led the way and established the patterns of Southern public education. Peabody is unique in its particular combination of human and material resources. The role of the College must take account of those resources and build on them if there is to be any large measure of success to crown its efforts.

PEABODY IS A MEMBER OF A JOINT UNIVERSITY CENTER

By a beneficent turn of events, Peabody College is permitted participation in the activities of an unusual concentration of institutions of higher learning. It is joined by the very definite and formal bonds with Vanderbilt University and with Scarritt College. It is a friendly and co-operating neighbor of several other excellent institutions of higher learning. This enables the college to use facilities, such for instance as those supplied by the Joint University Library, which would otherwise be beyond its reach. It makes available to Peabody students the services of faculty members from each of the co-operating institutions and of visitors to these institutions. Through its services to the students

of neighboring colleges, Peabody significantly widens its own range of influence.

The fruits of this co-operation are clearly revealed in the following achievements:

1. The establishment of a Joint University Library (maintained by and for Scarritt, Vanderbilt, and Peabody)
2. The uniform scheduling of classes, quarters, and examinations
3. The reduction of course duplication
4. The free exchange of students among the co-operating institutions
5. The establishment of a school of social work
6. The appointment of the Joint University Committee on Co-operation
7. The establishment of a Southern Rural Life Council.

Peabody and the co-operating institutions not only are the beneficiaries of their combined resources and opportunities but are setting a pattern for similar co-operative efforts in other parts of the country. This is one of the areas of educational service in which work of a genuinely pioneering nature is being done.

A CENTER FOR GRADUATE WORK

Although the work at Peabody is certainly not limited to the graduate level, it is true that a large proportion of its energies goes into graduate instruction. Many of our consultants saw in this the most distinctive phase of the Peabody program. Said one of them, "There are a great many institutions which can produce well-educated elementary and secondary teachers, but Peabody should excel in professional programs leading to graduate degrees."

The role of the College in graduate instruction is based not only on the need for training beyond the bachelor's degree but also on the need for specialized work, not available in colleges of more restricted scope. There is every prospect that the College will continue to serve undergraduates as well as graduates. Moreover, the institution's attention to graduate work should not be permitted to blur the perspective of Peabody's total program; but it is re-affirmed that Peabody's major opportunity and obligation is to provide advanced instruction and outstanding leadership for the schools, and not to exhaust its efforts and resources in doing that which can be done just as well by other institutions.

A COLLEGE FOR TEACHERS IN SERVICE

In its overall task, no phase of the Peabody program is more important than that of meeting the needs of teachers in service, both on the graduate and the undergraduate levels of instruction. But who will lead the teachers? Who will attempt to provide both the

professional education and the enlivening of spirit needed by those in our educational systems? It is with sober determination and dedication that Peabody College resolves to perform this role even more effectively in the future than it has in the past.

Teachers in service seek out an institution like Peabody for a variety of reasons. They need special courses. They want to study under men and women with whose professional achievements they have some acquaintance, to whom they have listened at some meeting, whose writings have interested and helped them. They need to study, perhaps, at a college somewhat removed from the local institutions which they have attended. They need contact with teachers engaged in similar work, with whom they can share experiences.

To provide a place where the teacher of experience, whether graduate or undergraduate, can continue to grow is one of the more distinctive and valuable functions of Peabody College.¹ It is the College's share in the vast field of adult education.

A COLLEGE OF NATIONAL SCOPE

The specialization which seems to be required of Peabody College makes necessary a relatively large population from which to draw and, therefore, implies a large geographical area of service. The educational impact of student on student almost certainly increases with the widening of the geographical range from which they come. Peabody's ability to perform its assigned function depends in no small measure on its national scope.

The role of Peabody College in the nation is seen in many ways. In the College are enrolled students from a large proportion of the forty-eight states. Alumni in varying numbers are working in every state. This national coverage, it should be noted, is due not only to the attractiveness of the College to students in distant areas, but to the fact that the South, our area of principal service, is an exporter of its people, who in turn tend to present favorably the claims of the College in whatever sections they may serve. Moreover, as has been suggested, Peabody profits in this connection by the opportunity offered its students to work in Scarritt College and Vanderbilt University, each dominant in various fields and each serving an area of wide geographical range.

The College has a consistent record of participation in national

¹ Some of these teachers in service need junior college courses. The junior college is also a recruiting area from which to draw promising teachers. In addition to its service to the local area as a general junior college—admittedly not a unique role and therefore not stressed in the report—the junior college holds great promise as an experimental division of the institution and a place where prospective college teachers can serve an apprenticeship.

programs, in organizations of national scope, and in the publication of books and articles on every important phase of education. Under the sponsorship of the college there are published a leading educational journal and a leading alumni journal. From the College faculty are selected presidents of different national educational organizations. The College is represented in the membership of the National Policies Commission. From the faculty are issued many outstanding textbooks, for use in the schools and colleges. From the staff was selected the editor of a weekly newspaper on current science for the schools of the nation. In many other ways the influence of the College is carried into all sections of the country. The work of its Division of Field Studies and Surveys and of the Child Study Clinic definitely transcend regional limits. The Demonstration School is visited by interested teachers from all parts of the nation.

It may well be noted here that events of recent years have served to contract somewhat the geographic range of Peabody's services. Difficulties involved in travel have tended to reduce the area from which students are drawn. Travel and financial handicaps have prevented the presence of faculty members at national meetings. Heavy teaching loads and committee duties have interfered with the study experimentation, and writing required normally of the faculty for the institution to function on a national basis. For fifteen months the College devoted its main effort to the educational programs offered soldiers.

Definite steps are already being taken under the present administration to counteract these recent trends in such a way as to regain the geographic area of service lost in the national emergency. Recommendations for providing time to which faculty members can perform professional service at the level required of national institutions are an insistent part of the Committee's report. It can be further emphasized that there should be a definite program for recruiting students of high quality from the different sections of the country. The further development of the College's public relations and placement service is greatly needed. A more generous provision for scholarships is imperative.

Peabody is strategically located to function as an inter-regional and interstate center for educational conferences, for services of a clearing-house nature, for the contact of the nation.

This interstate role has been accepted as a part of the Peabody program for more than a quarter of a century. In no better way can it be illustrated than in the curriculum and administration conferences held on the campus each summer. This service might well be pursued much more systematically so that it would become more widely

known and used. A conference building with suitable auditorium and conference rooms, perhaps with accommodations for overnight guests, might well be a part of the building program of the near future. Such a building would stand as a tangible symbol of the role of Peabody as a clearing house for problems that transcend the limits of individual states or even of regional groupings of states.

A REGIONAL COLLEGE FOR THE SOUTHERN STATES

Peabody has been aptly described by a student of higher education in America as "national with regional emphasis." Indeed, it has been difficult to describe the national role of the college without inadvertently slipping into a discussion of its peculiar devotion to the southern states. In all of the South Peabody is the only private institution of higher learning devoting its thought and effort wholly—with the exception of certain phases of its junior college—to the *profession* of education. Herein, as has been stated, is Peabody's major opportunity and responsibility. It should be kept ever in mind, however, that the College cannot be of maximum service to this region unless it brings into the region the best from other parts of the nation and carries to other areas the advantages the South has to offer.

There is another outstanding connection between southern and national education. The South has a disproportionately large share of the nation's children today. Moreover, the South is, year by year, an exporter of a large surplus of population and is likely to continue as such. One who walks along the streets of any northern industrial center will catch, if his ear is sensitive, the cadences of southern speech; one who engages in conversation with the adults in a western state finds that an astonishingly large proportion of them came from the South. The teachers of southern children have a tremendous responsibility for the future of America.

It is not necessary, however, to cast the role of the college in a national mold for it to take on deep significance. By themselves the southern states compose a region of national magnitude and importance. It is a most self-conscious region, aware of itself and its weaknesses and keenly sensitive to its resources and its needs. Southern leaders must accept the task of safeguarding and developing these resources and of meeting the needs of the region. Peabody's part in that program is inexorable if the College is to survive.

When Peabody brings its resources to the solution of these regional problems, its role becomes different from that of any other institution. Service to rural areas, the development of the community-centered school, the improvement of health conditions in the southern area, the conservation of the South's natural resources—these and similar

problems involve the entire region. To become a clearing house for problems in southern education involves a challenge that Peabody must surely accept more wholeheartedly than in the past, not merely the solution of problems now clearly existing but the presentation of those not yet in formula. This requires, of course, intimate field contacts on the part of the faculty; and, it is repeated, it requires careful selection of the ablest southern students as the major part of the College's student body. In the measure to which Peabody accepts responsibility for leading in discovering and solving the problems of its native region, it becomes the more able to serve all other parts of our country.

PEABODY'S UNIQUE ROLE

The conclusion of this statement must be in terms of its beginning. In searching for the distinct function of Peabody College there have been enumerated many issues, each of which sets the College off from many other institutions. It is the peculiar combination of functions, however, that places Peabody apart from all other institutions of higher learning. As in any complex of phenomena, each element reacts on the others, each service is somewhat different because of the other services with which it is associated, and to that extent takes on unique character, even though its superficial aspects are duplicated elsewhere. Here, then, is the combination of elements which should constitute the unique role of George Peabody College for Teachers.

It is a professional college for the development of educational leadership both in guidance and in instruction.

It is a college supported by a rich heritage of achievement in the education of teachers.

It is a private institution of higher learning with the consequent freedom to work with old materials and to discover new.

It is a college offering emphasis upon graduate work in professional education.

It is a college, extending its advantages to teachers in service, undergraduate as well as graduate.

It is one unit of a significant college center.

It is at once an educational service center for the South, as well as a college of national scope.

The major conclusion of the Committee of Eleven is its reaffirmation of Peabody's traditional role. Its function has not changed.

There is inspiration in the history of the College. In its career it has had many high moments, caught glimpses of far horizons. That is mentioned with obvious and pardonable pride. But all of this will go in default if Peabody does not unceasingly strive toward higher and higher levels of excellence. Unless it moves steadily forward, much of the opportunity for unique service will never be matched by achievement.

MIDDLE-OF-THE-ROAD DISCIPLINE

HENRY H. HILL

President, George Peabody College for Teachers

A sparkling bit of poetry and wisdom by Eleanor Graham, a Pittsburgh elementary school teacher, will serve to sound the keynote of my general philosophy concerning discipline. It is quite obviously middle of the road.

*"If white is good, and black is bad,
Then all my friends are gray or plaid."*

Despite the Biblical admonition against lukewarmness, I believe that society as a whole might be better off if it avoided the violent swings of opinion and action which have so frequently occurred in America. In presenting what seems to me a balanced view on the problems of school discipline, let me begin with a bit of personal background.

My first two years as a young and somewhat timorous pedagogue were spent in a small town in Arkansas where paddlings and strapplings were customary and generally accepted by townspeople and most parents, the schoolmaster being judged as much by his forthright discipline as by his scholarship. At the front of the small high-school study hall where set all the scholars not in class, strappings were frequently administered, partly to save time and partly for the supposed edification and moral profit of the interested audience. One day the superintendent in charge of the study hall, losing his temper, punished rather severely one of the less scholarly students and lost his job. As a result, his mantle, but not his predilection for corporal punishment, fell upon me. Thus my first job as superintendent of schools! Since I was not of too heroic physique, several of the occasions when face compelled me to wield the strap were adventures in persuading boys stronger than I to accept this punishment as just. They didn't want to be the teacher's pets, did they? They didn't want special privileges? I never knew which were the more surprised, they or I, when they submitted.

CORPORAL PUNISHMENT OF LIMITED USEFULNESS

Even at that time corporal punishment seemed to me of limited usefulness either in promoting learning or in forming character, and hence it was less and less frequently employed by members of our staff in this school system of a few hundred pupils. For the great majority of children it is rarely needed by wise and competent parents and

teachers. Incompetent parents a generation ago sometimes whipped their sons so frequently that the punishment became meaningless at home and equally so at school. Many weak and irresponsible parents of today go to the opposite extreme of dodging even the very name of discipline, in my opinion doing almost as much harm by their endless "reasoning" with Junior or their continuous round of visits to teachers and psychiatrists to try to understand their "problem child." If he is not one when his mother starts with him, he has an excellent chance of rising to the occasion before she finishes her quest.

To forbid the use of corporal punishment by law, except for certain wise safeguards for the proper protection of both children and teachers, however, is unwise and unrealistic. It is as unwise and unrealistic as our prewar isolationist boast to the world that we would never fight outside our borders. And for precisely the same reason. In both instances we unnecessarily reassure and protect the bully. For, believe me, teen-age boys, even six-year-olds for that matter, can be and occasionally are just as contemptuous of weakness as Hitler has been. The possession of both physical and moral strength, and the freedom and disposition to use such power wisely, make less probable and less frequent the necessity for using force.

When modern methods fail to work, a reversion to old-fashioned ones may, and frequently does, outflank and take by surprise the evil spirit of the sturdiest rebel. So doughty a champion of progressive methods of education as Bertrand Russell tells interestingly of his experience in trying to teach his young son of perhaps four years not to fear the water. This young neophyte watched his parents enjoy the waves and water on an English beach, saw his older sister play fearlessly with them, listened to all the reasoning and cheerful small talk with which parents endeavor to reassure youngsters, but continued day after day to balk at going into the water. Finally his father picked him up, carried him out a short distance from the shore and, holding him by the nape of the neck and other parts handy, plunged him quickly into and under the water several times, with the result that from then on his son had no fear of the water and entered into the activities with the family without further difficulty. But nothing is so characteristically American—or is it a universal human trait?—as our swing from one extreme of too much to the opposite extreme of none at all. In fact we Americans seem to enjoy, if we happen to notice, "tossing out the baby with the bath."

In a similar manner the progressives in education, in breaking up the formal and somewhat drab and dreary schoolroom teaching of two or three decades ago, went to the extreme of imposing choices and problems upon immature children which were not necessary. The activity movement, with its units of work, centers of interest, and all

the rest, represented efforts to interest children by means of more functional educational experiences and to provide more satisfactorily for individual differences. No one doubts that an interested child will learn better and more rapidly. No one really thinks every child can and will learn mathematics. So far so good, but it wasn't far enough to suit some with more zeal and zest than balance or perspective. Hence every failure to interest a child became a failure of the teacher and, in extreme cases, anything uninteresting became taboo. Nothing lacking here except the saving grace of horse sense, which, as Hiram Tye says, "leads to stable thinking, if you don't get stalled." Many of us did.

Despite this criticism of some of the extremes of our educational methods, I do not believe they were or are wholly bad, or that progressive education need accept the responsibility for recent tragic events. Two young psychopaths kill a teacher. It is a deplorable tragedy, one which should never be allowed to happen again if we can help it, but does it reveal terrible conditions in our schools, or our failure to identify and incarcerate potential criminals and utilize other suitable measures of prevention? In Pittsburgh a nineteen-year-old boy, who until a few months ago attended one of our public schools, was recently tried for the murder of a four-year-old neighborhood girl. A few years ago a teacher in a western city went berserk, killing four of his associates including the superintendent of schools and the business manager. Nearly twenty years ago an especially obnoxious child murder in Chicago shocked the nation.

To me all these cases represent a failure of society but, at least in the past, they have remained unique. They indicate not so much a society bad throughout, or a failure of discipline due to the absence of corporal punishment, as our failure to deal properly with the rare individual who is dangerously psychopathic. We should strengthen our educational, correctional, and curative institutions to be sure, but this does not mean to me a return to the "good old days," to the cruelties and abuses of unrestricted corporal punishment, the drill and memory school, or to martinets and their hear-a-pin-drop discipline. As an antidote to an overdose of the "happy school" theory, I have no objection to a few discreet steps back in the general direction of discipline and order, but let's eye rather carefully any proposal towards goose-stepping. The wooden perfection of the German goosestepper is a product of endless drill, iron discipline, severe punishment, and attention to the minutiae of learning. We in America idealize more the individual performance of the track man, and the characteristics of the thoroughbred racehorse with his speed, stamina, and courage. This very lack of punctilious adherence to "verbodens" leaves our youth with initiative, individual judgment, and confidence which will in the long run lick the goosestepper everywhere.

WHY I QUIT

SHELDON E. DAVIS¹

The fact that I quit is not of great world significance. It has been reported kindly in the local press, and with proper objectiveness here and there over an attenuated and lop-sided circle which represents my personal and professional touch with 1946. Business firms will correct their mailing lists, I hope more successfully than did some who were still sending mail to my second-back predecessor who quit in 1912.

To the office I did not go the morning after, but the neighbors have never been able to set their clocks by my sidewalk progress toward the college. That regulated professor and clock story is out of date anyhow in an age when all professors are suspected of being irregular. And, come to think of it, I have never listed a clock as worth paying taxes on or upon: why suppose that there are any clocks to set?

Though not of cosmic consequence, my quitting is meaningful to me, and it merits a few remarks. To anticipate false interpretations of the situation, I shall first catalog some reasons which suspicious minds might be asseverating erroneously.

First, I was not asked to quit. No doubt many have had it in mind to make the suggestion, but never happened to think of it at the appropriate moment. Those who would thus have liked to say what they never got said may be divided into three classes: those who think that my administration was too long by half, those who believe that no college administration should be longer than ten years (choloroform, a pension or running for office?), and those who regret that I ever started. No doubt a graduate student will work out the relative significance of these three silent groups when research again becomes normal.

Second, my disappearance from professional life is not due to success in accumulating a fat competence which makes work for me unnecessary. The idealized picture in current advertising features "How I was able to retire at fifty." No such ill luck has attended my frugal efforts. I have saved from salary, royalties, and the like some dollars, but what are dollars doing to and for us as they dance the dizzy tune of recklessly planned inflation? What I need is an oatmeal endowment,

¹ Dr. Davis served as president of the Teachers College at Dillon, Montana from 1919 until the opening of the current session. He holds degrees from the University of Missouri, and Columbia University, with additional study at Chicago, Leipsic and Berlin. He is the author of several books, and has been one of the ablest of teachers college presidents.

or deposits cashable in crackers and cheese, or in pork chops, fried eggs or square meals. The big Montana silver dollars that bulge my pockets will not lose purchasing power before I go downtown today, but what will they do for my family and me ten years hence? I should worry.

Third, I am not quitting because I am tired. "You can take a good rest," says my friend who congratulates me upon emeritus status. His is a bad guess. Our household spaniel I frequently reason with when he barks and tears around generally when I want to sleep.

"Lie down, Florian, and rest." say I.

Says he in functionally effective language, "But I'm not tired and I don't want to rest."

Living in a home of culture, fancied or real, I assume that he does not say, "I ain't tired and I'll be hanged if I'll *lay* down." His associations with dogs and humans in our block may have democratized his locutions. Anyhow, like the dog, I am not tired and I am not interested in a do-nothing existence. What I shall do is as yet unannounced. I do not even threaten to write a book.

Fourth, I am not quitting because of lost faith in administration. Even after absorbing "The Bear That Wasn't", I still believe that the executive earns his salt, admitting exceptions. Though he does nothing but sit, or sits too long, it seems to me that some one must sit or there would be no sitting for anybody. That was doubtless what was wrong with the tower of Babel. Its ambitious architecture provided no place for a chief executive to sit, and confusion was consequent. The modern college which keeps the ivy-covered tower with its implication of time for sitting is a better risk than the one which in effect becomes Steponits Business Institute. Even the ivory tower needs no annual coat of paint.

The academic mind is inclined to lament the existence of such creatures as executives with a flair for politics colloquially so called, or diplomacy, or skill in dealing with human relations. The work of most administrative leaders does not lend itself to educational measurement, but the procession goes all directions at once when executive guidance fails. Murder of, by, and among faculty members is a rare phenomenon, but anti-homicide insurance rates for staff members would double if some institutions I know declared an open season.

Things are not usually so hazardous as this may sound. College presidents seldom directly prevent their teaching colleagues from being dead, but they have marvelous opportunity to obviate the necessity for being half dead, or suffering from the hate index which would doom the other fellow if it could be managed quietly.

Fifth, my change in occupation is not due to acute dissatisfaction with the nature of duties which have come in my direction. The philosophy of Mrs. Murphy who contended that she could not have sprung from her ancestors, since her forbears had always sprung at 'em, not from 'em is readily understood by any experienced executive. The unpredictable problem which comes in, through, round-about, or climbs up some other way may need to be sprung at or sprung from. It may be best solved before it arrives, by the sometimes useful administrative policy of doing nothing, or by a vigorous "Yes", "No", or "Try It and See."

In undertaking administrative duties, I accepted a certain, or rather an uncertain, jumpiness of the time budget, something forever pending and other unknown items just around the corner getting ready to pend.

My academic co-worker can say, "Now I will spend an hour polishing those paragraphs which will adorn my next book. Once I left the office early, intent upon a phrase which said in lovely words just what I wanted to say. Called back to the telephone I heard, "The garbage man has not called at the residence hall for three days." Coming down from my rhetorical vision I mused, "What have I to do with garbage men? I am writing a useful if not very exciting book." The world will never know what it lost because of that garbage man. He came next day without my intervention, and anyway the weather was very cold.

Sixth, what happened to a fine souled administrator long ago did not happen to me. He told me that he was going to quit "because they tell lies about me." The lies about my work have been stupid rather than malicious. Often when a course of action was to be initiated, I have forecast the lies it would occasion, and have derived private satisfaction in hearing the expected mendacious reports next week. As the mordant critic slowly comprehends, he eats his harmless falsehoods, and proclaims himself as always favoring things as they are becoming. If it were possible to explain personally to every living liar, there would be fewer of him, her, or them. Since this cannot be, one in public life may haply assume a constant substratum of inaccurate and unfriendly gossip, and "sleep soundly o'nights." Caveat mendax.

At this point, there will be a footnote in the final edition explaining my use of the old and linguistically respectable word *liar*. I use it to include untrue gossip, prevarication, exaggeration and a dozen other varieties of falsehood, regardless of intent or motive. The interested reader may substitute the kind of lie from which he has suffered most.

Seventh, I am not leaving my post because of infringed academic freedom, or official meddling with institutional affairs. Montana laws and their administration are based upon reason, tempered with common sense. No official person has ever asked anything for himself or for his friends.

Neither have staff relationships created professional anguish. At times I have been "bossed" by faculty members who knew that I was wrong, and proved it to their satisfaction and mine. Half the proposals resulting in better things have come from the staff or from students. Withal, when I have been properly put in my place, the sequent emotion has been genial kindly understanding rather than evident contempt for what must have seemed my shaggy insensibility to finer values. In the best sense, the faculty have educated the head of their and my institution. I am not sure whether I have contributed my share in this joint enterprise and time will never tell but we have enjoyed our school days together. The practice of democracy has not been made a requirement in our relationships.

If no one nor all the foregoing impel me to quit, pray what does? The inescapable fact is that I have had too many birthdays. Every healthy septuagenarian thinks himself an exception, this same thinking of his proving that he is no exception at all. The law is the law and I would not change it, but in closing, I advise my readers against birthdays. Pleasant though most of them seem, they are likely to get mixed up in your career of business. What are you going to do about this?

A TEACHER LOOKS WITHIN HIMSELF

MORRIS B. CIERLEY
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The question "*What do I believe?*" offers a considerable challenge to me. For a number of years I have felt rather secure in my thinking because to me my philosophy and actions were consistent. I cannot be dishonest with myself and profess to believe something which is obviously untrue. For me to feel integrated, or adjusted mentally and emotionally, it is necessary for me to have a belief in things that permits me to strive toward the fulfillment of my basic drives. I am not quite sure at this juncture whether my actions are based upon a philosophy which in turn is based upon reason, or whether my actions being what they are, I have been forced to find a philosophy that would justify them. I am inclined to believe, however, that the philosophy I hold is in part the result of reasoning, and a still larger part, perhaps, an attempt to justify what I do, or want to do.

I do not feel that I have complete answers to the questions which I propose to discuss, but I shall attempt to show my belief on four that seem most important to me. They are: The Universe, Man, Religion, Education.

If our solar system were produced to scale with the sun the size of an orange, the earth would be a mustard seed forty feet away. Then if the sun were placed in Kansas with the planets around it at the proper distances, even the nearest star would be well beyond the land limits of the United States. These stars most probably are the centers of other solar systems some of which may be much older and larger than our own. There are so many of these that the human mind cannot comprehend the number. Neither can it conceive of the space which is necessary for these systems to operate, for the mind understands by comparison. Indeed this space may not have a beginning or an end. All things which man knows in nature are transitory and have beginnings and endings. Most men have assumed that the world had a beginning and that it will just as surely have an end. Yet he has been able to project the idea that the after-life will be eternal. Can we not reverse the matter and assume that the universe had no beginnings, and will have no end? To me this assumption is as logical as the idea of an eternal heaven of rest. At this time the best explanation I can give of the Creation is that the universe has no beginning or ending, though, of course, I do not myself know what I mean when I write that. The earth, however surely had a beginning. Since centrifugal

force tends to throw off from the center, other bodies could have thrown off particles which when thrown together out into space were held by molecular attraction. This could have accumulated over billions of years. The larger the mass, the greater the pull and as it grew its rate of growth increased. It is possible that other such bodies existed and passed through the same phases that this earth has. The men on other earths could have reached a state of civilization that enabled them to start a chain reaction. The disintegrated particles of that earth, or earths, could have formed the nucleus of our own and other worlds. Atmosphere on this earth enabled plants to live which in turn made animal life possible. From a simple organism the higher forms developed until we have what we call the plant and animal kingdom.

All these changes and developments were, and are, simply the workings of the natural or universal laws which control the universe.

I do not hold the above as absolute truth, or believe so strongly that I cannot arrive at other conclusions as time goes on. This belief is tentative. It is the best one I now have.

Man having developed from the lower forms was fortunate to have among his characteristics a voice box capable of a wide range of sounds. He learned to communicate by these sounds. By such communication he raised his level of existence by co-operating to obtain food, clothing, and shelter, and protect himself from his enemies, whether animals, climate, or other men. Communication made its greatest contribution by enabling man to pass on to others the benefit of his experience.

This communication also helped stimulate his brain development to a point where he could think abstractly. When his language developed to a point where he could convey abstract meanings to others his advancement was accelerated, and when he reached the place where these ideas could be put in permanent form his development was still more accelerated. Development of man therefore seems to be in proportion to his ability to understand and convey abstractions.

Man has only recently arrived at a state where he can control nature sufficiently to feel much security. Only in recent times has he been able to produce enough for his needs. Yet with all his production there are people in the world who have never been free from hunger because the problem of distribution has not been solved. Man has had such a tremendous struggle with the forces of nature, and since in that struggle he has so often lost, there is in his nature a feeling of inferiority or inadequacy. This feeling finds expression in the worship of some power which he feels can assist him in obtaining his wants.

Man has had some form of religion since the time he began to keep

records. We may assume, therefore, that he has worshiped in some manner from the time he began to realize his dependence on luck or "providence." This worship has usually taken a selfish form because in most instances man prayed to his God for help in whatever he was doing or wanted to do. There were a few who became skilled in the procedures of worship and consequently took their places as leaders in performing the rituals, in formulating dogma, and in propagating that particular form of religion. Among such leaders there have been those who broke with the old forms and started new ones. Sometimes these men were forgotten. Sometimes a great leader would capture the imagination of man and bring large numbers under his sway. As religions have come and gone much of the good that was in the old was retained in the new. Many of the practices that were harmful to man, or that blocked his progress, fortunately for civilization, were dropped. Therefore, the religions of today permit man to advance himself socially and materially with enough restraints to curb much of the evil that will harm mankind. Moreover, religions of today are so well organized and their adherents so articulate, that their survival seems assured unless man reaches that stage in his development where he feels competent to wrestle the problems of life and win.

As the world grows smaller and man's contact with man different from himself increases, the boundaries of the several religions will become less and less distinct. They will become less local and more universal in their applications, until they are broad enough to encompass all mankind. There eventually will be no "chosen" people. Man will consider himself a part—a very small part—of the universe where all living things demonstrate the same divinity that man now arrogates to himself. Man has clung to religion for comfort because he feels physical and emotional insecurity. Nothing will take the place of religion in the life of man, but education can give him additional comfort if it complements religion by giving him a greater feeling of personal and collective security.

All education should be designed to assist man in obtaining his objective. That objective is happiness. Since happiness is an attitude or state of mind it behooves us as educators to take inventory of our stock of means by which we propose to educate for that happiness.

Health instruction should begin early in the life of the child and continue in a manner that would produce a healthy population. Without universal good health man cannot expect maximum happiness, nor can he expect to arrive at a stage of development of which he is otherwise capable.

Youth must be trained to take its proper place in society. To find

that place, he must learn about it. The instruction, if effective would give him an appreciation of his opportunities and obligations to contribute something to the society that receives him. As he learns the positive aspects of being a good citizen he should learn also the restraints that a good society imposes.

This youth who has learned how to be healthy, and how to take his place in society must be enabled to realize his potential. He should be assisted in exploring and developing his talents in a socially acceptable manner. A happy society must have its members economically efficient.

The fourth area of instruction should be one that is now almost totally neglected. When we reflect upon the importance of family life in the happiness of man, it is with amazement that we discover him doing so little to learn how to make the necessary adjustments in love, mating, and responsible parenthood. It is a sad testimonial upon man's education, mentally and emotionally, when the ratio of failure to success in marriage is about one to four.

Finally man must learn how to employ the leisure time that machinery has given him. He should learn to express himself in some form of art, if practicable, and should by all means learn to appreciate the worthy expression of others. This is the area on which we must concentrate to give emotional stability to a population that now must find considerable space in institutions for human wrecks.

In my opinion, if man has effective health instruction, if he learns his proper place in society, if he develops his talents sufficiently, if he is trained for family living, and finds how to spend profitably his leisure time he can enjoy and appreciate the three great well-springs of his interest; his work, his family, and his religion.

SOME THINGS ESSENTIAL

GRACE STARK

Mississippi Southern College

(In the death of Mrs. Stark, on September 16, Peabody lost one of the finest of its alumni, and the college she served one of the most creative spirits of its staff.

THE EDITOR)

Many ideas, ideals, and personalities come into a person's life, and he finally comes to value some of them more than others. Those things which seem to me of greatest importance may differ from those which have meant most in the lives of other people. Simple goodness, friendship, beauty, and knowledge are to me the things most worth while. After having given them much thought, I set this high value upon them because of the type of individual I am and because of the sum total of my experiences. On one occasion Emerson lent a farmer a copy of Plato's Republic; and, on returning it, the plain, simple man made the laconic statement, "This book contains many of my ideas."¹ In almost the same words it may be said that this paper contains many of my thoughts.

The ideals of goodness toward which men strive are inspired by Christ, the perfect man and perfect teacher. Christ's philosophical teachings have about them a timelessness which has appealed to the intelligence of men throughout all ages. His life is to men the perfect pattern of right living, and I accept His ways as the ways of truth and as a guide in daily life.

Goodness is not a passive state of life; it is active, dynamic, striving. A really good man is good for something and good for others as well as for himself.

In my opinion there must be different standards of ethics and morality for different people, and if this be true it necessarily follows that those who have had the greatest opportunity owe most to society. Standards of morality vary, but it seems right for a man to adhere to the standards which he accepts.

In pondering the question of goodness, one may ask, "What can be said of my ideals and dreams relative to goodness? Shall I be able to achieve all the things to which I aspire? What shall I say of the course in Nurse's Aid for which I had plans? Where is the line to be drawn

¹ John Whitaker, *We Cannot Escape History* (New York: The Macmillan Company, 1943), p. 4.

between the envisioned and the visionary?" The truth seems to be that ideals and dreams are the reservoir for future plans. Some of these dreams can never, never be fulfilled. What any one actually does is determined largely by his purposes. Of course, there are limiting factors such as intelligence, but objectives are of utmost importance. This idea has been beautifully expressed by the poet:

That low man seeks a little thing to do,
Sees it and does it;
This high man, with a great thing to pursue,
Dies ere he knows it.²

What are the rewards of goodness? If a man is morally strong, he has, at least, immunities from the penalties laid upon the dissolute and incontinent. If he should hold high standards and should attain them, he would have the satisfaction of achieving his heart's desire.

Then, on another plane, if he gives a child a rose, he can see the brightness in the eyes of the child as it crushes the blossom and loves it into a shattered mist. If he gives a beggar a piece of bread, he may have the satisfaction derived from seeing a hungry man eat. People like to think of deferred rewards, but compensations for goodness are ever present, for even the smallest unselfish act repays the doer many times in satisfaction.

If, toward the end, a man has quiet and a little space in which to look back over his life, it is what he has done unselfishly and for others that gives him pleasure in the retrospect and makes him feel that he has played the man.³

Next to goodness comes friendship. A person whose life is governed by high standards of conduct and who is sincerely interested in people is likely to be able to make friends. The true basis of real friendship seems obscure. Some friendships seem to be based upon mutual interests, while others seem to grow out of qualities inherent in the personalities of the friends.

A man's sense of values is usually reflected in his choice of friends, his ability to make friends, and the quality of relationships existing between him and his friends. However, no one should spurn the friendship of another. If he is in the position to choose his friends, he can afford to be generous. It is natural and proper that one should acquire new friends; for, in the words of the old adage, "He who makes no new friends must journey alone." However, there should be only condemnation for the type of individual who feeds to satiety his lusty

² Robert Browning, "A Grammarian's Funeral," *Browning's Complete Poetical Works*, ed. by Horace E. Scudder (Boston: Houghton Mifflin, 1895), p. 280.

³ Woodrow Wilson, *When a Man Comes to Himself* (New York: Harper and Brothers, 1915), p. 40.

ego upon the honeyed admiration from friends and then casts them out with the pearls. On the other hand, every one should strive to hold old friends, tried and true. Real friendships are lasting, and lasting friendships are maintained only through right relationships.

To maintain these desirable relationships, certain basic principles must be observed. Any one should possess a very sincere regard for the personality of friends, should not try to monopolize friends, and should refrain from using them as an emotional outlet. Around every one there should be a circle of quiet. He should not be expected to tell even his best friends everything; some things might better be left to the imagination.

Friends may help a man achieve self-realization, may give him the kind of criticism that causes him to strive toward higher levels of achievement, or may frankly let him know when they see that he is letting his thoughts become circumscribed by his own experience.

Friends who have a depth of understanding give us most satisfaction. They realize when we are troubled, without urging us to talk of our distress; they walk in silence with us through the garden and share our enjoyment of the inimitable orchestration of insects; and they grow extremely fond of us without trying to elicit from us greater love than we can give.

The world has always needed great friendships, but people also need to see more of the beauty around them and to create all the beauty they can. Life will become more nearly perfect when men realize more fully the beauties of human relationships, of art, and of nature.

There is an ethereal beauty in many human relationships. During a visit on a large hacienda, the sight of a mestizo mother living in a primitive hovel of grass and mud and feeding tortillas to her five mestizo babies impressed me with the beauty in the expression on their faces and in the manner in which every one responded to the presence of the others. Beauty in human relationships is often evident also in the loving attention of sons for their mothers, and in husbands and wives growing old together.

There is a kind of objective beauty which a man has the power to create. It is accessible to all who understand the use of space, correctness of line, and harmony of color; provided, of course, that they have a few materials with which to work.

Another form of man-made beauty is that of dress. Sometimes ~~one~~ is led to think that beauty in the dress of women is a vanishing art, but clothes tastefully chosen can do much to enhance the personal appearance of any woman. At present it seems that there is great need to recapture some of the former high regard for traditional standards of good taste in dress.

The schools are giving much time to art education. Casting aside their reverence for plainness, they have entered upon an era in which the riotous colors of their classroom decorations rival those of the Mardi Gras. Their goal is, of course to teach art appreciation, but children need much guidance in the new use of materials. The schools can also do much toward the development within children of an appreciation for the beauties of nature, and this teaching should not be confined to the classroom. Children should be taught to see the *grandeur* in lightning and in storm clouds and to appreciate the beauty of a summer sunset. Walks through the woods and gardens would give them the opportunity to see the pristine freshness in the unfolding oak leaf and to behold the royal purple of the eggplant. If children are fortunate enough to have much of man-made beauty as well as of natural beauty around them, their keenness of perception will make them appreciate it all the more; and even if they have little of material wealth, their beauty-loving eyes will keep their surroundings from ever seeming commonplace, because they will search out and bring to their surroundings those free-to-the-world bits of plant life which, within themselves, are beautiful. Then they, too, looking upon even the lowly vegetables in the garden, may be able to say, "Cabbage is beautiful!"⁴

The Garden Clubs of America have done much to make people conscious of beauty as expressed in nature as well as in artistic arrangement.

It is my belief that beauty in some of its many manifestations, whether it be in nature or in art or in language, is necessary for complete living. This thought could be no more beautifully expressed than it is in these lines:

If thou of fortune be bereft,
And in thy store there be but left
Two loaves—sell one, and with the dole
Buy hyacinths to feed thy soul.⁵

The fourth of the great essentials in life is knowledge. For what purpose does a man seek knowledge? He must find it a component part of, and essential to, other fundamental values of life. By way of parenthesis, it should be said that the right to pursue knowledge implies not only the right to be free but also the right to have ideas.

In considering knowledge as related to goodness, it should be noted

⁴ Edna Ferber, *So Big* (Garden City, New York: Doubleday, Page, and Company, 1924), p. 24.

⁵ James Terry White, "Not by Bread Alone" (Adapted from Hippocrates by Persias), *Century Magazine*, LXX (1907), 519.

that it is necessary to have some accurate information through which to determine a sense of values. A person needs sufficient knowledge of race experience to enable him to determine, to some extent, the consequences of his acts. He needs to know his limitations as well as his resources. He needs to know when to place upon himself certain inhibitions as well as to dispel certain fears. Knowledge of social needs, of social standards, and of some of the person's potentialities is necessary for the full realization of his capacities for goodness. Knowledge contributes to a man's ability to live happily with others. When more about people and their frailties is understood, some of their weaknesses seem more easily condoned; and knowledge of this sort will help to determine the kind of relationships which may exist among friends.

When we think of knowledge as a fundamental part of life, we inevitably ask, "How shall we find truth?" Observation, one of the oldest methods of studying man, has its limitations; for the things we see are, to some extent, colored by our previous experiences. We may learn much of truth from history, which, though continuously re-interpreted, stands firm, even if the present is confused and the future obscure. Likewise, a knowledge of science reveals truths which change our lives significantly. However, some of the devotees of statistical refinement may take useful caution regarding the claims of the Grand Academy of Lagado, in which there was purported to be an invention which would relieve people of the laborious methods heretofore used in making contributions to the arts and sciences. According to the report, there had been discovered a contrivance through which even the most ignorant person, at a reasonable charge and with little bodily effort, might write books on philosophy, poetry, politics, law, mathematics, and theology without the least bit of assistance from genius and study.⁶

How can beauty be recognized and its quality judged? Beauty depends so much upon emotional response that it does not lend itself very readily to objective standards. Man tends to change his patterns for beauty. For example, carpet-bed plantings in open spaces, the three musketeer shrubs, the blending of broadleaf and coniferous evergreens, and numerous other ideas concerning planting arrangements have changed. Some one may ask, "Were these arrangements ever pretty? Did more knowledge cause man to find them lacking in beauty?" The answer seems to be that knowledge may help a man to create beauty and may influence his thinking concerning standards for creative effects. In the appreciation of the beauties of nature, knowledge plays a significant part. In his walks through the garden, a lover

⁶ Jonathan Swift, *Gulliver's Travels* (Chicago: Rand, McNally and Company, 1912), pp. 201-208.

of iris sees not merely *Iridaceae*; he sees, perhaps, such bearded iris as "California Gold," "The Red Douglas," or "Prairie Sunset." Then, those walks through the fields and gardens mean more as he recalls the remarkable kinship of some of the plants. The *Gramineae* under his feet may be a carpet of Bermuda grass, while other members of this family may supply him with flour, meal, and sugar; or, by the strange alchemy of growth, some members of the interesting family of *Solanaceae* may produce a deadly poison, as in the nightshade, though others produce wholesome food, as in the potato, the tomato, and the egg-plant.

It is not to be assumed, however, that all knowledge adds to the sum total of one's happiness. There is little of unalloyed good anywhere. The dawning consciousness of the true position of a person in relation to other members of society may, momentarily, bring sorrow. This is beautifully illustrated in the story in which a nondescript chimney-sweep tripping through an immaculately clean room came before a mirror and, on seeing himself for the first time, shrank away saying, "I'm unclean! I'm unclean!"⁷

What will be the effect of newly acquired knowledge upon less favored nations today? Mexico recently has been feeling the influence of the contact with people north of her border; and one wonders what effect the contact with British and American troops will have upon the standards of some primitive peoples with whom they must deal. No attempt is here made to hold any brief for bliss born of ignorance, but it is evident that in some instances discontent may follow the acquisition of knowledge. Wherever men are resourceful and clever they try to gain more knowledge with which to alleviate their ills.

The pursuit of knowledge has always been a matter of supreme satisfaction to man. I like to think of knowledge as being always incomplete—never to be completed, for

How dull it is to pause, to make an end,
To rust unburnished, not to shine in use!⁸

Are these fundamental things losing their power over mankind? When alarmists are crying that human character is disintegrating, that society is a mass of rottenness, that democracy and religion are failures, and that the world is rushing to certain ruin, it is well to look at the evidence, not with the intention of offering proof of the truth or falsity of any charge, but merely for the sake of one's own opinion.

⁷ Charles Kingsley, *The Water Babies* (New York: Dodd, Mead, and Company, 1918), p. 21.

⁸ Alfred Tennyson, "Ulysses," *The Poetical Works of Alfred Tennyson* (New York: Harper and Brothers, 1870), p. 58.

Granted that society has undergone great changes, that thousands have broken most of the laws of the moral code, and that some individuals and some governing groups have lost all sense of decency and have adopted a code of lust, rapine, and murder and have plunged the world into conflict, still it is evident that the vast majority of people in the world hate the spirit which has brought about this state of affairs and will fight to destroy the hideous thing threatening humanity. What an amazing thing it is to see nations like England, Russia, and China suffer every scourge that could be devised by a ruthless foe and yet refuse to murmur or to yield! Every hour of every day brings countless instances of faith, courage, chivalry, generosity, self-sacrifice, and sympathy displayed by our fighting men in every conceivable situation. At home, too, if the obscuring screen interposed by the minority be swept aside, it will be found that noble feelings and a high purpose dominate most breasts.

THE BUSINESS OF A TEACHER IS TO TEACH

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The business of a college teacher is to teach. If that is not accomplished his assignment goes by default. The writing of articles and books is indeed commendable since it should provide both inspiration and substance for his teaching. But if writing gets in the way of teaching the value of the work of the teacher tends to disappear. Addresses; commencement, convention, and the like, are a worthy commodity for a teacher only when they serve to whet his understanding and wit against the understanding and wit of his hearers and so to add a keener wit and understanding to his teaching. Teaching and not speaking is, however, his major duty and opportunity. The activity of teaching is at once exceedingly subtle and complex and of the crystalline simplicity of the parables.

What should a teacher teach? Naturally, the courses which he and his superiors in administration agree upon, and which, by reason of that agreement, are published with contractual implications in the school's programme or catalogue. The subject matter of those courses, whether in current use or as yet undiscovered, in whatever directions it may logically extend, is his and to it his titles are clear. But he hasn't titles to any other. He must not, like a lawless steer, go rampaging in all the outlying pastures. If he is assigned to the pasture of mathematics he doesn't belong in the pasture of geography, either scientific or conversational. If he belongs in mathematics that is precisely where he belongs, and during class periods nowhere else. And that is ample area! During class periods he should infuse mathematics with vitality and newness. His teaching should be more, much more, than the uninspired repetition of phrases and formulae which unimaginative teachers of mathematics have caused to harden into cant. Last year's thinking is never enough for this year's students. Fresh students—and they come fresh with each succeeding year—must be matched by a teacher whose mathematical content grows fresher and fresher as the years pass. Undoubtedly Euclid, Pythagoras, and Descartes are due the favor of scholarly men of all time, but mathematics would die if discovery ceased with them. The teacher of mathematics may perhaps not make major discoveries himself, but he must know when and where others have crossed new frontiers, and of those crossings his students must not remain ignorant. He must realize, too, that he hasn't drained Euclid and Pythagoras and Descartes dry, and that they are

still capable of yielding freshness and new insight to those who diligently and intelligently strive to find them. Lacking that newness, teaching becomes tedious and inert.

But yet another obligation commands sternly the college teacher; he must love his own subject but he must not (and the *must* here is equally imperative) hold in low esteem any subject. His teaching must carry no hint of disrespect for any of man's established fields. They wouldn't be established if they were not in large extent worthy. Any subject is worthy which has in it the likelihood of adding to intellectual and emotional development. It is not very often the subject which fails; it, alas, is the teacher. One's imagination may not conceive a more thrilling project than the languages and literatures which men have wrought, and yet how stupidly and with what bleak formality at times are students inducted into that project. Or, to return to illustrate with mathematics again. To be sure, mathematics is not designed for the recreation of weaklings. But, on the other hand, mathematics does not exist as a selective agency for the separation of human sheep and goats. If there are goats let us in the name of that democracy to which we so fervently subscribe assume that the goat is in its own personality an entirely worthy creature. Mathematics must not be held as an agency to perpetuate the caste system. Mathematics is a technique by which man interprets certain phases of the world in which he lives, and of the universe of which that world is one unit. Some parts of that technique are, as a matter of fact, as a dozen eggs, and some relate to the stars in their courses. The poor teacher of mathematics has developed more poor students of mathematics than all the forces of ancestry.

Lately, I mean relatively lately, we have developed a new field, which we have with unwarranted arrogance, I think, labeled "Education," the same sort of unconscious arrogance manifested when one excellent family of the field christened itself "Progressive." The trouble with the Education teacher—I speak autobiographically—is that he is an impatient creature and has too often been unwilling to wait until his understanding caught up with his zeal, or too often he hasn't recognized the disparity existing between the two. Also, he is likely to be an eager person and declare educational values elected before all the returns are all in. The teacher of education has the opportunity of being exceedingly helpful in the achievement of educational progress, but he should be kept humble by the consciousness that men were being educated before Professors of Education were making addresses at educational meetings or writing books on correlation, evaluation, integration, orientation, or motivation. (At least, the teacher of Educa-

tion should be grateful to the Latinist for the suffix *ion* without which his professional career would be an entirely different matter.)

There always have been and are, those sensitive and absorptive minds which do not require the service of the courses in Education, nor of the curriculum forged in the heat of the workshop. But a democracy cannot be sustained unless the liberating powers affect a wider group than the intellectual aristocracy. The business of the Education teacher is not so much that the sprinter may develop more speed as the sluggish may gain more mobility; that the lame may walk.

For some reason a sort of hostility seems to pervade the relationships of the educationist and the classicist. It is a senseless feud. The one has not inherited the *summum bonum* of education, nor has the other been bequeathed omniscience with regard to its ways and means. They are both equally honorable missionaries of human culture. There is no last nor first among the various areas of human learning. All service ranks the same with God and thoughtful men—if only it be service. It is the special mission of the educationist to spread the equities of the school among all the children of all the people and to devise ways and means to make that spread effective. I cannot accept Herbert Spencer's rating of educational values. I cannot accept any such rating involving inferiority or superiority. There is nothing in the assignment to teach any established subject which of itself gives the teacher the slightest shred of superiority. The superiority issues only from the quality of teaching. Otherwise, it doesn't issue at all.

These things I have said for two reasons. First, I know more about college teaching than any other form or level of teaching; and, in the second place, I have used my discussion so far as a sort of springboard from which to leap to teaching more appropriate for discussion, in these columns.

We have been saying for a decade that the best teaching today is being done in the elementary schools. There is, of course, an odor about such comparisons but it is an evaluation which I am inclined to accept. We have explained this phenomenal improvement by saying that the elementary teacher teaches children and not subject matter. The improvement is phenomenal, all right, since a century ago the elementary teacher was without doubt the poorest of the lot, but the explanation is a bit too easy. The teacher about whom gather small children doesn't merely teach *them*; she teaches them *something*. Furthermore, she teaches them something that she knows. Still furthermore she teaches them, if at all, something which she knows and wishes them to know. Her teaching lacking that affirmative quality, is anemic, unvital. The term *subject matter* is, I believe, held in low esteem by some rather impressive educational groups. This lack of

respect is a revolt against the unpalatable and unnourishing content sometimes offered children. Even so, the revolt after the immemorial fashion of revolts may in its petulance throw out the baby along with the bathwater. Facts, illy assorted, irrelevant, insignificant, will add little strength to the characters or minds of children. And yet facts compose the framework of our physical universe and of the social structure in which we live. We live intellectually and physically, by facts, though in proper and useful organization. If the first-grade teacher is teaching children the mechanics of good manners, and the desirability of their use as well, her subject matter should not give offense except to those who, revolting against formalism, themselves set up formal terminologies which they defend at all hazards. For the philosophy and practice of good manners is as definitely subject matter as the campaigns of the Punic Wars. The elementary teacher is usually sensitive to the need of children to learn to read, not only to read but to read understandingly. That places upon her the obligation to know a great deal as to why and how children learn to read. She won't have to read and ponder all the so-called investigations in Reading, since too often such investigations are centuplicate in effect, each tending to rediscover prior discoveries. But there is much that she should know, and our learning of reading is so progressive that she can never speak these words to herself, "You may now take your ease for you have mastered the fine art of leading young children to commune joyfully and understandingly with the printed page."

The teacher of neither young children nor of mature men may ever lead a relaxed life. For her, there is no ease. She can never master the fine art of leading young children in any form of learning. The best she can ever do is always to be in process of mastering. Let me repeat—last year's learning is never enough for this year's children. It is likely that the phenomenal gain which the elementary teacher has made in the quality of her work is due to the fact that her subject matter, by its own nature, keeps her closer to the children for whom she exists. She, no more than her colleagues in high school or college, is excused from subject matter. She must be a knowing person and she comes perhaps to see more clearly than they the intimate bond between cause and effect.

The high-school teacher instructs the child in English, or mathematics, or science. The responses the children make are in terms of English, or mathematics, or science. The science teacher knows the student in terms of his reaction to science. Alas, too frequently that is the only side of the pupil that he ever comes to know. If that side is good he tends to exalt the pupil; if poor, to degrade him. Now if the temptation is upon the secondary teacher to see but part the elementary

teacher must see all around the child she teaches. She must have no blind spots to leave her appraisal of the child both incomplete and immature. She must know and teach the whole child. And it is perhaps this unity, this fullness of view which gives her whatever advantage in instruction may exist to her credit. She must be a generalist while the situations among which the secondary teacher works require her to be a specialist in English, or mathematics, or science, or in whatever other field she may be assigned.

Now the professional lives of both the generalist and the specialist run through some very menacing ambuscades. The generalist is always in danger of becoming superficial, having a vast veneer of skin-deep knowledge. The specialist runs the risk of the affliction of intellectual totalitarianism, namely of holding in contempt those areas lying outside of his own field of specialization. This affliction, which it really is, may assume two entirely different sets of symptoms. On the one hand, the specialist is willing to lead a life of splendid isolation. If there are other worlds about him they are not of sufficient importance to arouse his interest or give him concern. On the other hand, he may develop an arrogance which insists upon domination of all outlying areas. In either event the ends are at conflict with the very spirit and quality of democracy. For I insist that democracy does not fully justify itself when it merely presents man with the externals of his government. It must pervade his spiritual depths and shape his estimates in all the departments of thought. Democracy must command not alone an equity in educational opportunity for all children but for all areas of subject matter. The specialist is needed to push further back the boundaries of human understanding but the generalist is just as much needed—and many more of them—to lead children into an acceptance of the worth-whileness of all established fields of knowledge.

One who does a chore of well-mannered eavesdropping among students of the later high-school or early college years will hear some curious things. "I hate history," "I despise math," "I think chemistry is terrible," "I can't learn music," "I don't see any use in grammar." Such statements should not be passed by as trivial. They are of serious significance. No established field of human learning is of itself unlovely to a normal youth. When a high-school student "despises history" he merely indicates the natural sequence of something he didn't start. He despises history because somebody made history despicable for him. There is beauty in the orderly marshaling of human adventure. Beauty, however, which a poor teacher can quickly and completely distort into ugliness—enough ugliness to last the student throughout life, and so to put out of balance his whole conception of human so-

ciety. Of course, others may share in the blame thus involved but even so whenever a normal child "despises history" or any other honorable area of human knowledge, some teacher stands convicted of inadequacy. Either the student has been taught history so stupidly as to render it permanently unpalatable or else he has been indoctrinated against it by one of the totalitarian rulers of another field, riding roughshod over loyalties that are rightful and wholesome and a required ingredient of well-poised minds. Because every well-poised mind, even if not familiar with the details of history, or science, or mathematics, finds in them not an offense but a notable phase of his race's achievement.

Earlier I complained of the teacher who tends to range too far afield. Now, I seem to be complaining of the teacher who sticks too grubbishly to his assignment. It would appear that I am bent on complaining at any or whatever cost. That isn't quite the case. The college teacher who purposelessly rambles in various directions and usually along the paths of least resistance, represents one major phase of educational wastage. The alleged specialist who lives a life of intellectual hermitry is another phase. The teacher of history who holds his nose so close to history that he cannot see its manifold integrations cannot teach history well. Of course not. For history is compounded of many things. If the Ohio and Wabash rivers hadn't been where and what they are, the history of Indiana would be a different matter. If long geological processes hadn't made a great area specially, almost extravagantly, productive then Indiana would be bereft of one of her crowning glories. If the lowland Scotsman had found life more comfortable in his native Caledonia or if his exile in North Ireland had met with one touch of British friendliness, then the Scotch-Irishman wouldn't have come to America and Kentucky and Tennessee and Arkansas and Texas and Missouri and Indiana wouldn't have had some of their best settlers, and human stock. If those sturdy Germans had found their ways pleasant in their native land, or if those French Jesuits had felt no holy impulse to penetrate the Western wilderness, this wouldn't have been the nation it is at all. Coal in the Appalachians because the primeval powers so willed, and corn in the bottoms because erosion is but obedience to one of nature's major laws! Oh yes, the history teacher can get by with a welter of dates, and an assortment of trivialities but that isn't history. History, in the main, is the story of man's reaction to his environment but his environment has in it the whole order of creation and his reactions are the accumulated and unified responses of a thousand, thousand grandfathers. One may loosely describe geography as that science whose content is man's environment but some of man's environment has been determined by forces wholly

outside of the man, and some of his environment he made himself. So, a great array of ingredients enter the proper study of geography: geology, climate, rainfall, conquest, race, economics, and on and on. No **man** is a great geographer whose greatness does not extend into bordering areas.

The good teacher is one who knows well a subject extending outward into all of its integrations. That which he knows he desires others to know, conscious of the fact that he can become an agent of human progress only through the diffusion of the understandings he has gained. Furthermore, he understands in degree the motives which arouse in children the desire to know.

The business of the teacher is to teach. Unless he has something to teach he has no business to transact. Unless he greatly desires children to learn that which he has to teach no business will be transacted. Unless he understands and creates the conditions under which children learn, all of the knowledge which one head can hold will die imprisoned. The teacher is the appointed missionary of human culture but a disturbing array of *ifs* and *buts* keep the total of converts too low, so much too low.

YOU CAN STOP SMOKING

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You can stop smoking! How do I know? I know because September 2 marked the end of my fifth year of total abstinence from tobacco in any form. During the last two of the ten and a half years I used tobacco, I was inhaling the smoke of two packages of cigarettes, an occasional cigar, and several pipefuls of tobacco each day. As I look back on the day I laid that last pack of cigarettes on the shelf and vowed never to smoke again, it seems that quitting tobacco was easy. Yet as I think of the many efforts I made to quit and the many motives I had for leading me finally to the ultimate decision, I am convinced that laying tobacco aside was one of the most difficult things I have ever actually accomplished.

In leading up to the decision to stop smoking, it is best to go back some sixteen or seventeen years to the days before I started smoking. During the time I was in high school, I was under the leadership of coaches and other teachers who believed and taught that smoking was harmful to all people and particularly to growing boys and girls. Those teachers served as living examples of this belief by refraining from the use of tobacco. I was a member of the Hi-Y and Leaders Corps of the Young Men's Christian Association and the leadership there taught and lived the same idea in regard to tobacco. My parents were against the use of tobacco. Thus it was that smoking was no part of the pattern of my life prior to the time I entered college.

During my freshman year in college certain conditions altered my thinking. Most all of my fellow students smoked. Many of these boys and girls were addicted to smoking at the time they entered college and others began soon after they got there. I frequently observed these students as they smoked. There was a look of deep satisfaction on the face of a fellow as he inhaled deeply the smoke of a cigarette. He seemed highly fascinated when he slowly blew the smoke out his mouth and nose and watched it curl lazily upward. Smoking must be a lot of fun, I decided, and I seemed to be missing a part of college life. Some of the best athletes with whom I played football smoked when out of the sight of the coach. This caused me to question the harmfulness of nicotine to the athlete.

If these had been all the reasons I had for smoking, I don't believe I ever would have started. I am convinced that the "straw that broke

the camel's back" was the fact that many of the majors in health and physical education smoked plus the head of the department and one of the coaches.

My youthful rationalization worked this way. These leaders are better educated and generally more important than those high-school teachers, Y. M. C. A. leaders, and even my parents; so if they think it is all right—as they obviously do—then my high-school leadership was all wrong. I finally succumbed to the habit during the month of February in my freshman year.

Only once during the next ten and a half years did I quit smoking. That was during my senior year when, motivated by an egotistical notion that I had a chance to make the mythical collegiate all-state team, I stopped smoking during the football season. I resumed the habit, however, five months later.

During the first three or four years that I smoked, very seldom did I use more than a package of cigarettes daily. As time went on, however, I began to smoke more and more until I was consuming the alarming quantity mentioned earlier.

All this time there was a desire to quit smoking. I was motivated first by the feeling that smoking was injuring my health. I winded easily, was greatly fatigued in the evening after an average day, and about twice a week had a severe headache. The second motive was the belief that in my position as a teacher of physical education, I might be influencing boys and girls to begin the use of tobacco who might not otherwise take up the habit. The third was a suspicion that smoking was affecting my eyesight. Numbers and objects that had been clear to me at a distance three years previously were now blurred at closer range. A fourth reason for wanting to quit was a hacking cough that developed during the ninth and tenth years of smoking. The belief was strong, though there was no conclusive evidence, that smoking was the cause of it. The fifth and biggest reason for wanting to quit was the feeling that an undesirable habit had the best of me, and I didn't seem to have fortitude enough to overcome it. It appeared that I was admitting the habit was bigger and stronger than my will power.

I admit frankly to all of these very good reasons for wanting to stop smoking. Yet for the life of me I could not quit; I could not even smoke in moderation.

About this time we moved from Georgia to Louisiana. Thus was set the stage for the final and clinching reason for stopping smoking. We arrived in Louisiana on September 1, 1941. On September 2 when I purchased a package of cigarettes I learned that instead of paying fourteen and fifteen cents per package I would now have to pay

twenty and twenty-one cents. Some figures began to roll around in my head and I came to the startling conclusion that the use of tobacco would cost me one hundred and fifty dollars a year if I continued. That was too much—too much money and an additional reason which was the one I needed to tip the scales in favor of quitting.

That night I laid the unfinished twenty-one cent pack of cigarettes on the shelf, and, so far as I know, they are still there.

Two days after I stopped smoking the cough disappeared. My vision improved gradually over a period of six months until it seemed as good as it was the day I started and has remained so since. I can officiate a hard football game and get only normally tired, my headaches have disappeared, and I can now teach "no smoking" vigorously and be an example of what I teach. My greatest satisfaction, however, came from the thought that I had finally conquered a habit. I had won a battle that I had felt I would always lose.

I am now, after five years, certain that I have conquered tobacco. The improvement I felt after quitting is enough to convince me it is a habit that I shall never engage in again as long as I live. I must say though, that temptation to smoke is always present. I enjoyed smoking during those ten years and I am sure that I would enjoy a cigarette at this very moment. However, when tempted to smoke by the fragrant aroma emanating from a burning cigarette, I stop and do some more calculating. It would take only one cigarette to start me smoking again. Very soon I would be smoking as much as ever. It would cost me a hundred and fifty dollars a year and I have reason to believe I would smoke ten years. One cigarette just isn't worth that much money and the damage to the body that accompanies smoking.

FROM A TEACHER'S NOTEBOOK

J. R.

"Half of the promising young men of my youth have failed of that promise because of drink." So wrote Nathaniel Shaler, early state geologist of the State of Kentucky. The estimate may have been too high, but there is no denying the impression made on Shaler by the damage drink did to the precious human resources of his state.

Perhaps Shaler's view was colored by his major employment—that of a teacher of young men. Always sensitive to human welfare, he could scarcely ignore the destructive results of alcoholic beverages.

The earnest, observant teacher cannot ignore the threat to his work which the drinking of alcoholic beverages presents. He knows full well that it destroys the very values which he strives to build up.

The teacher is concerned with the growth and development of the child. Arrested mental and emotional development is a sure result of heavy drinking.

The teacher is concerned with helping his students to mature. Perhaps the least criticism one can make of drinking is that it is childish.

The teacher hopes that his charges can learn to face and cope with reality, no matter how unpleasant. Drinking is a recognized escape from reality into a make-believe world.

The teacher seeks self-reliance on the part of his students. The partial dependence of the "woozy" drinker may reach the complete irresponsibility of the habitual drunkard.

The teacher seeks to develop habits that build strong bodies. No coach wants a heavy drinker on his track team. No insurance company considers an alcoholic a good risk.

The teacher is concerned with the forming of harmonious relations between the growing boy or girl and society. The "good time" at a drinking party may end in a brawl. And the drinker becomes insensitive to family and social needs, and less and less capable of responding to them.

The teacher is aware that our machine civilization is menaced by the very machines which created it. There is no clearer evidence of this than the mounting toll of deaths resulting from drunken driving.

The teacher knows that men are beset with problems that tax their intelligence to the limit. Liquor widens the gap between the intellectual task and mental ability.

The teacher knows that emotions alone cannot guide to the good life, that emotions furnish the drive of life but that the mind should sit in the driver's seat. A drinker is like an auto with the driver asleep at the wheel, like a saddled but riderless stallion.

The teacher has faith that the truth can make men free. Drinking masks out all perception of the difference between truth and falsehood, between good and evil.

The teacher knows that one robin does not make a spring—but that one drink may ultimately make a drunkard.

TEACHING, LEARNING, AND LIVING HEALTH

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OBJECTIVE

The major objective of the health curriculum is that of teaching, learning, and *living* health. Its main emphasis is on better living from the cradle to the grave. The accent in "Health and Physical Education Programs" should be on the first word.

CURRICULUM

The health curriculum consists of the organized experiences of the pupil and group under the direction of the school. It is life-centered. Furthermore, health is not an isolated subject of logically arranged subject matter. It is an area of experience which cuts across all subjects and fields, particularly science, home economics, agriculture, social science, and physical education. It includes a basic and maintenance program that avoids gaps and unnecessary overlapping.

Curriculum materials are life-stuff used in building body, mind, and soul structure. Clean, up-to-date textbooks and unit materials are needed. These should be published in three editions: (1) for the child, (2) for the teacher, (3) and correlating material for the parents. All community resources—material and human—ought to be tapped.

ACTIVITIES

A caution should be expressed against interpreting activities as mere overt physical activities. The activity desired is learning. The activity should include rest, paradoxically as it may seem.

A thorough and complete health examination is an activity that is prerequisite for prevention and treatment. Activities ought to be adjusted to fit the typical and atypical child, as revealed by the examination and daily observation. Person-to-person guidance is essential in vital health programs. The carry-over value of health activities should be extremely high. Genuine activities in health are curricular and cocurricular—not extracurricular or anticurricular.

WORKING CONDITIONS

The mental health and physical health of teachers as well as of pupils are often jeopardized by working conditions. Teachers also

need wholesome surroundings, rest, relaxation, and recreational activities.

A few of the many physical facilities that affect healthful teaching, learning, and living are briefly enumerated here. Modern drinking fountains, toilet, bathing, and washing facilities are needed. Artificial and natural lighting can be improved markedly. Eye health is a neglected aspect of many health programs. Humidity is an important factor in classroom living. Many classrooms are as dry as a desert. The school furniture and its location affect teacher-pupil health. For example, high-school classrooms should have some left-handed tablet arm chairs. The location of the teacher's desk may affect her health adversely. Eating and sleeping facilities should be the best for pupils and teachers. Many school buildings and sites are obstacles to a satisfactory health program. Too much health education is indoors. Out-of-doors activities are needed. Planners of post-war building programs should give much consideration to healthful teaching, learning, living conditions, for example, radiant heat for cold, damp cement floors.

EVALUATION

Broad evaluation, involving an appraisal of all values in terms of health objectives, is replacing mere pencil and paper tests. Evaluation is enhanced by a careful study of individual inventory records. Hence the need for a continuous health record. Incidentally, the traditional height and weight tests are of limited value.

Finally, realistic evaluation takes place years later in the arena of life, long after the pupil has "graduated" from school. He may receive a diploma from his school or college, but he never graduates from the health curriculum. Hence the importance of "follow-up" in teaching, learning, and living health.

HONOR TO WHOM

(A brief reference to Miss Mattie McLean, Secretary to the President of the Western Kentucky State Teachers College for forty years)

GORDON WILSON

"Secretary to the President," that is what she was called officially from 1905 on, but, like many another title, it was a misnomer. Her office on the old campus at the foot of the hill and later on College Heights was the rallying place for nearly every school interest. If you wanted a room, you went to see Miss Mattie; if you had a room to rent, you telephoned her or called in person; if you needed a catalogue or a schedule, what more likely place to find one than in her office? Bashful young newly-weds came hand in hand and asked to see a list of apartments for rent, and they were always courteously received. If an old student had come back on a visit, you would most likely find him, especially just before chapel, in Miss Mattie's office. The faculty went by there to pick up their mail and to exchange news about former students. Thousands—it used to seem like millions—of letters were written in that office and signed unread by President Cherry and, later by President Garrett. Everybody knew that a letter that Miss Mattie had written was perfect in every detail and needed no revising or checking. On the top of her desk were flowers and other botanical specimens that she had gathered on a Saturday afternoon trip or that had been sent her by friends. On her desk, too, you would find pictures of "her" boys, young men whom she had helped through college, though she probably would have said that she had only found work for a few boys who needed some money to buy books or to enroll at the beginning of a term. As long as she owned property in Bowling Green, she needed a boy to take care of her car, fire her furnace, and mow her lawn. There were trips to the country, when Miss Mattie took her friends to surprise some rare plant in its habitat. And there were trips to Mississippi to see Miss Emma and Miss Octavia and their mother. Many a successful man remembers these experiences he had when he was unofficially the chauffeur for Miss Mattie. Just how Miss McLean became such an institution is one of the mysteries of Western. President Cherry used to laugh about the young man who said that the president had a desk in Miss McLean's office, and he always added that he had to consult Miss Mattie daily about some of the inner workings of the College. Certainly she knew shorthand and typewriting, but in remembering the years when she was "Secretary to the President" I hardly think of her as other than an adviser to students, a close friend to every faculty member, a permanent supporter of all who tried to make Western a good college.

PARTISANS

The American people are partisan. They believe in things. More often than not their zeal is not tempered by reason, for indeed when partisanship traffic with reason they tend to lose not only form but content. The yellow dog fades to a neutral. Yes, at present we are partisans—partisans in religion, partisans in politics, partisans even in the brand of shoes we wear. Our partisanship shift easily. We strain our invention for epithets with which to blast the opposing candidate in a primary; but when he is nominated, we become his partisans and turn the same epithets against his opponent. Very quaint!

We are partisans in education too, though there perhaps the fever runs not so high. We are disciplinarians or freedomists; partisans of John Milton or of John Dewey; partisans of the Winnetka Plan, of the Rollins Plan, of the Stevens College Plan, or of the New College Plan. We are partisans of the classical curriculum or of the vocational curriculum or of the socialized curriculum; partisans of the unit plan or of the activity plan; partisans of the platoon or of the project; partisans of Judd and Bagley or of Kilpatrick and Counts. Partisanship cut across all of our educational ways, sometimes leaving the trail of the well-known red herring but mostly the indubitable marks of sincere and earnest belief. Naturally these multiplied and diffuse partisanship are confusing to the representative sent by the government of Mars to observe critically our educational program. Fortunately, man's thinking is not as easily pigeonholed as his voting. More and more his reach is exceeding his grasp. But at present and in a practical world it is likely wiser for man to anchor his commitments to realities even though certain conflicts inevitably ensue. Partisanship doubtless carry beneficent possibilities if they can but broaden as man achieves clearer vision.

At any rate, they represent action rather than inertia; and, if the gentleman from Mars could remain a bit longer, he would doubtless be able to observe the slow but certain convergence of these partisanship and that often ideals are not nearly as dissimilar as the labels they bear.

PEABODY BIMONTHLY BOOKNOTES

Selected Professional and Cultural Books for a Teacher's Library

September, 1946

Booknotes Committee: Ruby Cundiff, Susan B. Riley, Norman Frost, Chairman.
Secretary to the Committee: Martha Dorris.

Annotators for this issue: A. E. Anderson, O. C. Ault, A. R. Ayers, Chester P. Bailey, Ralph F. Berdie, W. A. Bridges, Beatrice M. Clutch, Leonidas W. Crawford, Ruby E. Cundiff, Ruth B. Duncan, George S. Dutch, Norman Frost, Lawton Gore, Henry Harap, Julia M. Harris, Harris Harvill, Julia Hodgson, B. S. Holden, Margaret Johnson, J. H. Lancaster, Ullin W. Leavell, Donald Michelson, Eugenia Moseley, Virginia Muncie, Louis Nicholas, Norman L. Parks, O. C. Peery, Susan B. Riley, A. I. Roehm, Joseph Roemer, Jesse M. Shaver, S. L. Smith, Maycie Southall, J. R. Whitaker, F. P. Wirth, Theodore Woodward.

Arts

CHAPMAN, A. C. *Opportunities to Share*. Inventors Guild, c1945. 629p. \$5.00.

A series of non-technical articles giving ideas and helps for making money. The subjects are varied and the information good but not detailed. It is helpful as an interest-guide or idea-getter.

DI BERNARDO, D. JOSEPH and others. *The Home Mechanic's Handbook*. D. Van Nostrand Co., c1945. 804p. \$5.95.

A clear and concise encyclopedia of home mechanics which even the amateur could follow. Well illustrated and completely detailed. A most useful book for everyone with an inclination to make, paint or repair in wood, stone or metal.

Foremost Books. *Boy's Fun Book of Things to Make and Do*. Popular Science Publishing Co., c1945. 192p.

A collection of several hundred entertaining scientific and construction type projects from the very simple to the complex. Well illustrated and clearly explained. A good book for boys' clubs or teachers of boys through high school age.

HILER, HILAIRE. *The Painter's Pocket Book*. Research Publishing Co., c1945. 256p. \$2.50.

Published originally in London, the American edition presents a concise coverage of methods and materials used by the painter. A valuable handbook for the artist and student.

LA VIOLETTE, JOSEPH R. *Modern Lettering Simplified*. House of Little Books, c1945. 48p. \$1.00.

Illustrated instruction for the beginner in the fundamentals of brush, pen, and pastel lettering as used in making posters, window-cards, and for reproduction.

MEYER, FRANZ SALES. *A Handbook of Ornament*. Wilcox and Follett Publishing Co., 1945. 548p. \$2.50.

A profusely illustrated book on the history and application of ornament. Divided into three parts treating the construction and development of the elements of ornamentation. More attention is given to history and development than to application. The subject matter is good but the print is too fine for comfortable reading.

SCHAUFFLER, ROBERT HAVEN. *Florestan, the Life and Work of Robert Schumann*. Henry Holt and Co., c1945. 574p. \$3.75.

The more valuable part of this book is the latter half which treats of Schumann's compositions, and also contains much valuable reference material. The first half, which is biographical, is often annoying in its emphases, but is not as sensational as the publisher's blurb would lead one to expect. On the whole, an interesting, well-written book, scholarly enough to be valuable to the musician, yet popular enough to appeal to the general reader who merely "enjoys good music."

THORNDIKE, CHUCK. *The Art and the Use of the Poster*. House of Little Books, c1945. 48p. \$1.00.

A booklet of simple instruction on all phases of modern poster design. Especially helpful to the amateur.

ULANOV, BARRY. *Duke Ellington*. Creative Age Press, c1946. 322p. \$3.00.

An unusually well-written, but practically idolatrous biography of the famous negro dance band leader and composer, and his band.

Children's Literature

BELPRE, PURA. *The Tiger and the Rabbit and Other Tales*: illustrated by Kay Peterson Parker. Houghton Mifflin Co., 1946. 119p. \$1.75.

A colorful collection of fifteen Puerto

Rican folktales of various types for children of the elementary grades. Good for story-telling. Grades 3-5.

FORD, EDWARD. *Larry Scott of the "Sun."* Macrae-Smith Co., c1945. 251p. \$2.00.

Beginning as a copy boy, a high school boy becomes a reporter, unfolds details of gathering, editing, and printing news, from small town daily to international press. Larry's big opportunity comes with the war, when he becomes a war correspondent. Good for boys considering journalism as a vocation. Grades 7-9.

HARRIS, LAURA. *Heydays and Holidays*; illustrated by Grace Paull. Garden City Publishing Co., c1945. unpag. \$1.00.

Red-letter days are explained in a gay and entertaining way and each is interpreted in colorful illustrations. Written in children's language. Grades 3-6.

JORDAN, MILDRED. *"I Won't," said the King; or The Purple Flannel Underwear*; illustrated by Roger Duvoisin. Alfred A. Knopf, Inc., 1945. 104p. \$2.00.

A fairy tale of a king with his detested purple flannel underwear, his companions, the pig and the car that talked, and the uncountable printuplets. Pleasingly ridiculous. Grades 1-3.

MARTIN, FRAN. *No School Friday*. Harper and Brothers, c1945. 135p. \$2.00.

A brisk story of adventure that could happen, with a little imagination, to any boy of ten. The scene is the Virginia Coast and the background is the war. It has a pleasing touch of humor.

MOLLOY, ANNE. *A Bird in Hand*. Houghton Mifflin Co., 1945. 181p. \$2.00.

In this story of Addison Look's twelfth summer the author has captured a bit of Maine itself. His adventures range from catching and raising a baby fish-hawk, to blue-berry picking and herring-fishing. This well-written book with its delightful glimpses into the life of a coastal farming community will have a wide appeal for boys.

SEVERN, DAVID. *Cabin For Crusoe*; illustrated by Ursula Koering. Houghton Mifflin Co., 1946. 242p. \$2.00.

Four children are determined to help Bill Robinson, nicknamed Crusoe, find a cabin in the country where he can continue his writing. Laid in the picturesque English countryside. Appealing to both junior high boys and girls. Grades 5-8.

THOMPSON, MARY WOLFE. *Crossroads For Penelope*. Longmans, Green and Co., 1945. 264p. \$2.00.

Penelope Austin lives with her Uncle and helps him in his Animal Hospital. High school students who love animals will delight in her experiences, especially those

which center about locating and recruiting Dogs for Defense. A good story for all who love dogs.

Literature

FLANAGAN, JOHN T., ed. *America is West*. University of Minnesota Press, c1945. 677p. \$3.75.

An excellent anthology of Middle Western life and literature. The contents are arranged under such headings as *Folklore and Legend*, *The Frontier*, *The Small Town*, and *The City*. The editor, a member of the English staff at the University of Minnesota, comes from this "heartland of America" and his selections interpret it with sincerity and sympathy. A valuable addition to any library, personal or public.

HARRIS, JOEL CHANDLER. *Qua: A Romance of the Revolution*. Emory University, 1946. 79p.

The first seven chapters of an incomplete novel, started by Joel Chandler Harris. The writing is markedly more formal than in the stories for which the author is so well known. There is a power and charm in this beginning that makes one wish it might have been completed.

LAMPBELL, MILLARD. *The Long Way Home*. Julian Messner, Inc., 1946. 174p. \$2.50.

A collection of fourteen scripts of radio plays on the returning soldier first produced in an official Army Air Forces program over CBS. Vivid, poignant writing by an artist in radio technique, they pass the test of good literature by reading well. As a sergeant in the AAF, the author was sent to convalescent hospitals and redistribution centers so that he might know at first hand the soldier returned from the battlefields and interpret in these plays the wounded and sick, the mentally anguished, and the quite normal and their problems in returning to civilian life. Sgt. Lampbell has done this magnificently. A book that only the selfish and unresponsive will want to miss reading.

MILLER, HENRY PRENTICE, ed. *The Old Plantation: A Poem by Joseph Addison Turner*. Emory University, 1945. 53p. (Emory Univ. Publications, Series II).

Part of the series of reprints of rare manuscripts and printed materials in the Emory University Library. The poem, the preface of which is dated 1859, is the author's "idealized picture of farm life in Putnam County, Georgia." Emory is to be congratulated on its preservation of Southern Americana.

MILNE, CALEB. *I Dream of the Day*. Longmans, Green and Co., 1944. 122p. \$2.00.

Letters from a soldier to his mother written from Africa between May, 1942, and his death in May, 1943. Smoothly and at times beautifully written, they reveal a mind sensitive to physical stimuli and to the joy and truth of life.

MORGAN, ARTHUR E. *Edward Bellamy*. Columbia University Press, c1944. 468p. \$5.00.

The significance of this biography lies in its revelation of the man, Edward Bellamy, and the doctrine which he evolved. It not only discloses the development of his spiritual and intellectual life, but it convinces one of his absolute belief in the plausibility and possibility of his utopia.

ORCUTT, WILLIAM DANA. *From My Library Walls*. Longmans, Green and Co., 1945. 246p. \$3.00.

An artist in typography, a designer and publisher of books, and a writer shares with other lovers of literature some of his rich literary experiences brought to mind by the pages from illuminated manuscripts, holograph letters, portraits, and books that line his library walls. The style is intimate and charming.

PALMER, WINTHROP. *Amanda*. Bernard Ackerman, Inc., c1946. 224p. \$2.50.

In the turbulent post-war period this story shows the parallels between our post-war America and the America that Amanda faced at the time of the First World War. The book has caught the forced gaiety, brittleness, and frustration of the 1920's in the struggle of a woman to attain social security.

POETRY HOUSE. *Poems For Radio*. Poetry House, c1945. 735p. \$9.00.

An anthology prepared "so that broadcasters everywhere will find sufficient suitable material for their programs." The poems are selected for readability and popular appeal and may be used by giving proper acknowledgments without running into copyright difficulties.

ROLFE, FRANKLIN P., and others. *The Modern Omnibus*. Harcourt, Brace and Co., c1946. 1071p. \$3.00.

Seven pages of comment on exposition plus 393 pages of essays; 2 pages of comment on the short story plus 125 pages of story; 1 page comment on drama plus 260 pages of drama; 3 pages of comment on poetry plus 82 pages of poetry equals a volume of interest and size, but subject to a very common defect—too much and too little.

SPENCER, FRANCES H., ed. *An American Family Album*. Harper and Brothers, c1946. 322p.

A collection of short stories by well-known authors, dealing with family relationships. Interesting reading for young people or adults. By making use of the questions and suggestions which follow each story it could be used in high-school English classes when studying that field.

Education and Psychology

ANDERSON, HAROLD H. and BREWER, HELEN M. *Studies of Teachers' Classroom Personalities, I*. Stanford Uni-

versity Press, 1945. 157p. \$2.00.

(Applied Psychology Monographs, No. 6).

An interesting and fruitful approach to the relationship of teacher personality to child personality. It seems to establish a tendency toward teacher dominance in teacher initiated contacts and real integration when the teacher follows child initiated contacts.

BOLLINGER, ELROY W. and WEAVER, GILBERT S. *Occupational Instruction*. 136p. \$2.25.

A book to show tradesmen how to build a course of study for teaching their trade: how to discover what to teach and organizing this material according to the accepted principles of learning. Helpful to anyone building a course of study for occupational subjects.

FERN, GEORGE H. *What Is Vocational Education*. American Technical Society, c1944. 159p.

A concise discussion of the philosophy, purpose, operating plans and accomplishments of vocational education in the different branches. Also presents the adult education and veteran education problems with their relation to vocational education.

New York State Counselors Association. *Practical Handbook for Counselors*. Science Research Associates, c1945. 160p. \$1.50.

A complete aid for the guidance counselor including records, tests, case studies, occupational guidance, etc. The counselors personal qualifications are discussed and ample references given. Designed for high school guidance, could be adapted to college or industrial schools.

PERRY, RAYMOND W. *Blackboard Illustration*. Manual Arts Press, c1945. 48p.

A very short and very good demonstration of the uses of blackboard illustration; and the simple basic steps in making drawings to illustrate teaching points. Any teacher no matter how lacking in artistic interest, will find this book a help.

STACK, HERBERT J. and others. *Careers in Safety*. Funk and Wagnalls Co., c1945. 152p. \$1.50.

A book beginning with a description of accident causes and closing with a list of safety jobs. In between, these job opportunities are discussed at length as to educational and personal qualifications. Valuable to vocational guidance counselors and teachers of safety.

STRUCK, F. THEODORE. *Vocational Education for a Changing World*. John Wiley and Sons, c1945. 550p. \$3.50.

A theoretical discussion of the nature, purpose and scope of vocational education in general and of the fundamentals of the specific vocational fields for high school and junior high levels. A guide suitable for supervisors and administrators or laymen interested in vocational education.

WIGHTWICK, M. IRENE. *Vocational Interest Patterns*. Teachers College, Columbia University, c1945. 231p. \$2.60.

A description of a problem in vocational interest development of 115 college women over a period of 8 years, based on interviews and tests at various intervals through college and after, together with an interpretation of the findings in the light of vocational guidance.

Health and Physical Education

BAILLIF, RALPH N. and KIMMEL, DONALD L. *Structure and Function of the Human Body*. J. B. Lippincott Co., c1945. 328p. \$3.00.

A brief book which seeks to give an integrated view of the human body as a whole. The work is organized under four units: (1) survey of protoplasm and cells, physical organization of the body, organ systems; (2) skeletal, muscular and circulatory systems; (3) digestive and respiratory systems; (4) urogenital, endocrine and nervous systems. A very useful book for students.

CLEMENSEN, JESSIE WILLIAMS and LAPORTE, WILLIAM R. *Your Health and Safety*. Harcourt, Brace and Co., c1946. 592p. \$2.12.

The approach to this book presents safe living as a basis of efficient, capable living. Considerable emphasis is placed on the appreciation of health knowledge in an attempt to improve daily living. The book is written for first and second year high school students. It could be used as a science text book.

LAMKIN, NINA B. *Health Education in Rural Schools and Communities*. A. S. Barnes and Co., c1946. 209p. \$2.50.

A condensed treatment of many aspects of health service and health education. The book is intended for use by teachers who have had little preparation for working to improve the health of their children.

RICHARDSON, J. T. *The Origin and Development of Group Hospitalization in the United States, 1890-1940*. University of Missouri, 1945. 101p. \$1.25. (University of Missouri Studies).

The book is timely in that many people should be interested in the various "pre-payment health programs." It explains quite well the progress and general acceptance of group hospitalization by the public and the medical profession.

Reference

DE LEVIE, DAGOBERT. *Business Phrases in Six Languages*. Pitman Publishing Corporation, c1946. 135p. \$1.75.

This book contains 400 phrases used in business correspondence, the same phrases being given in six languages: English, Spanish, French, Dutch, German, and Russian. It may be used to advantage by anyone with a basic knowledge of the language, and should be of special value to anyone engaged in business correspondence with businesses in any of the countries.

FOSTER, R. F. *Foster's Complete Hoyle*. J. B. Lippincott Co., c1946. 697p. \$2.00.

A revision of a standard book of games. Most of the space is given to card games; 551 pages. The remaining 146 pages include rules and some discussion for such games as chess, checkers, billiards, pool, bowling, and some dice games. This is a standard reference for these games and therefore of use for any comprehensive recreational program.

GOOD, CARTER V. *A Guide to Colleges, Universities, and Professional Schools in the United States*. American Council on Education, 1945. 681p. \$5.00.

This volume is not intended to take the place of *American Universities and Colleges*. Its purpose is to give the latest information concerning tuition, fees, housing accommodations, credit, etc. The book is divided into three parts. Part One deals with junior colleges, colleges of arts and science, teachers colleges, and normal schools, including such basic general colleges, junior divisions, and colleges of science. Part Two is devoted to professional schools representing twenty-four fields of specialization. Part Three deals with extension work. The work has been designed primarily for the educational officers who are guiding the veterans of World War II who wish to attend college under the GI Bill of Rights. It will be helpful to all who are interested in the latest college data.

Granger's *Index to Poetry and Recitations*, Supplement 1938-1944. Columbia University Press, 1945. 415p.

A companion volume to the second revised edition of Granger's published in 1940. It is as satisfactory and useful in locating particular references in collections. The new feature, an index to poems written about notable persons is short but interesting.

McLOUGHLIN, E. V., ed. *The Book of Knowledge*, Annual 1945. Grolier Society, c1945. 414p. \$7.50.

The Book of Knowledge, Annual for 1945, is well illustrated with unusual and timely photographs. The arrangement of material is alphabetical with a lengthy index, and a table of contents calls your attention to the most important articles. Among these are listed a war calendar of the Second World War, radio as a career, and prizes and awards of 1944.

WINSTON DICTIONARY STAFF. *New Winston Dictionary for Children*. John C. Winston Co., 1946. 630p. \$2.00.

A selection of 32,550 terms from the *Winston Dictionary for Schools*. The basis for selection is not given. Suitable for use in the fifth and higher grades. The make-up of the book is excellent.

Religion

EAKIN, FRANK, and EAKIN, MILDRED MOODY. *Let's Think About Our Religion*. Macmillan Co., 1944. 251p. \$2.00.

With an abundance of apt, practical illustrations, drawn from observation and personal experience, this volume attempts, and it would appear effectively, "to stimulate and in some measure guide thinking about our religion as a functioning force in present-day American life."

GLUECK, NELSON. *The River Jordan*. Westminster Press, c1946. 268p. \$3.50.

An invaluable guide for any one who wishes to understand the Bible in its geographic and historic setting. Richly illustrated with personal incidents and pictures, it is that rarest of books—a popular book by a great scholar.

HALL, FREDERICK. *Your Faith and Your Neighbor's*. W. A. Wilde Co., c1945. 142p. \$1.00.

A unique volume with seventy-five pages of pertinent questions about the various faith and religions of the world with sixty-six pages of enlightening answers, containing a wealth of valuable information palatably capsuled.

JOHNSON, LUCILE PETTIGREW. *Bible Characters in Cross-Word Puzzles*. W. A. Wilde Co., c1945. unp. \$1.00.

To those interested in crossword puzzles this study of fifty-two characters from the Bible, by this popular "across and down" method of reasoning and guessing, may be of value though perhaps the solutions included will lessen study effort and thereby minimize abiding, impinging knowledge gained.

LUCKHARDT, MILDRED C. *Guide to Old Testament Study*. Association Press, c1945. 174p. \$1.50.

Teacher's guide for the text, *Light On Our Path*, including Bible verses to be read by teachers and also by students; suggested hymns; ideas to follow; questions; activities. Valuable as a guide though procedures more or less conventional with tendency to be wooden rather than vibrant and religiously stimulating.

LUCKHARDT, MILDRED CORELL. *Light On Our Path*. Association Press, c1945. 289p. \$2.50.

Seventy-one story lessons from *Old Testament* for age groups ten to fifteen for a forty-week Sunday School course of study or religious and character building groups. Modern in point of view. Writer's imagination often overshadows the spirit,

simplicity, and meaning of the original Bible stories.

PALMER, BERNARD. *Dangerous Mission*. Zondervan Publishing House, c1945. 58p. 60c.

A war story with religious implications. The members of the Wistful Nell won Silver Stars and the General was convinced of the value of religion. Junior high school.

MACLAREN, ALEXANDER. *"Our Father."* William B. Eerdmans Publishing Co., 1946. 93p. \$1.00.

From a devotional standpoint, nine aspects of *The Lord's Prayer*, with clarity and insight, are presented in these ninety-three pages in the rewarding style of an eminent scholar, theologian, and expositor.

SARGENT, JOHN HENRY. *66 More Modern Parables For Young Folks*. W. A. Wilde Co., c1945. 132p. \$1.50.

These sixty-six life observations, designated as parables, with the end in view of teaching such values as Appreciation, Cooperation, Friendliness, Patience, and the like, take on a religious connotation through a Bible verse, prayer, and scripture selection included with each, though some of the parables and selections appear strained. Purpose admirable. Results dependent upon age group and degree of sophistication.

WELLS, AMOS R. *A Treasure of Hymns*. W. A. Wilde Co., c1945. 392p. \$2.00.

One hundred twenty choice, representative hymns, with biographical sketches including circumstances of writing together with careful editing by a scholar, give to this volume an enhanced value and to the reader and singer a more illuminating insight, understanding, and appreciation of these gems of hymnology.

Science and Mathematics

BOGERT, L. JEAN. *Nutrition and Physical Fitness*. W. B. Saunders Co., 1943. 500p. \$3.00.

This book includes recent scientific discoveries and gives tables of vitamins and mineral contents of the most common foods both in gram weight and average servings. The Fourth Edition also suggests a daily diet to meet the nutritional requirements. A concise discussion of nutritional problems due to scarcity and rationing. From its title this book will meet the needs of those who are primarily interested in the role of nutrition in physical fitness.

BOOHER, LELA; HORTZLER, EVA; HEWSTON, ELIZABETH M. *Vitamin Values of Foods*. Chemical Publishing Co., 1942. 244p. \$2.75.

This book is a compilation of all the available data on the vitamin content of foods. The tabulated vitamin values include only those values that were determined in terms of absolute weights of

the vitamins or directly in terms of International Units. This book shows the effect of cooking, processing, storage, and maturity on the vitamin content of foods. Only the recorded values for Vitamin A, thiamin, ascorbic acid, Vitamin D, and riboflavin are included in this book. The tables include the name of the item, description of example, vitamins, and references. This book is a helpful reference since it gives in detail the literature cited for each food given in the compilation.

BOURNE, GEOFFREY. *Nutrition and the War*. Macmillan Co., 1943. 148p. \$1.50.

This book was first published in England in 1940 and has since been revised and enlarged to meet the needs and demands of the United States. Even though the title of the book, *Nutrition and the War*, might cause one to put it aside, it contains sound nutritional information which is valuable to the housewife in the crisis of food shortage and high prices.

DUNLAP, ORRIN E., JR. *Radar*. Harper and Brothers, c1946. 208p. \$2.50.

A brief, but interesting account of the discovery and development of radar. This book makes a contribution to popular scientific literature. A special feature is a Radar Glossary at the end of the book.

GRIMES, DAVID. *Meet the Electron*. Pitman Publishing Corporation, c1944. 120p. \$2.00.

The story of the electron told in an understandable manner for the beginner. Interestingly written, it serves the need for a concise and elementary presentation of the laws of electricity. It is well illustrated.

KUNS, RAY F. and PLUMRIDGE, TOM C. *Automobile Engines*. American Technical Society, 1946. 732p.

A how-to-do it book on the repair, maintenance, and care of automobile engines. Entirely modern and clearly written, the text covers such subjects as carburetion, cooling systems, fuel systems, engine assembly, and the like. A very helpful book for either beginners or those with experience.

KUNS, RAY F. and PLUMRIDGE, TOM C. *Automobile Ignition and Electrical Equipment*. American Technical Society, 1946. 515p.

An entirely modern and clearly-written text covering the elementary fundamentals of the electrical equipment of automobile engines. A very helpful book for either beginners or those with experience.

MONTGOMERY, ELIZABETH RIDER. *Keys to Nature's Secrets*. Robert McBride and Co., c1946. 64p. \$1.50.

A child's book of experiments with light, air, sound, water, and heat, based on the use of simple household articles. Doing these should be exhilarating fun. For all young boys and girls who are really alive.

PAGE, MELVIN E. *Young Minds With Old Bodies*. Bruce Humphries, Inc., 1944. 184p. \$2.50.

In this book the causes and means of correcting degenerative diseases are discussed. Dr. Page makes a comparison of the effects of good body chemistry and the effects of poor body chemistry. It seems to me that conclusions are drawn from insufficient data. More research must be done by other investigators to substantiate Dr. Page's theory.

PERKINS, NELLIE L.; BEYER, WILMA; EANE, LITA. *A Survey of Some Fatigue Problems of Rural Homemakers*. University of Illinois, Agricultural Experiment Station, c1945. 79p.

This survey is based largely on a detailed study through questionnaires and from visiting observers of the work and problems involved in rural home laundering. Physical and psychological causes of fatigue were studied. The problems found are many. Home laundering set-ups are poor and inadequate. Concluding suggestions are given for making a few improvements under existing housing conditions. Aside from information given, this study indicates the many backward conditions existing in homemaking, and presents a challenge to present-day homemakers and homemaking specialists.

POTTER, MARY A., and HILDEGARDE, R. BECK. *Mathematics Everyday*. Ginn and Co., c1945. 428p. \$1.28.

Playing on the child's natural interest in numbers, this book takes into consideration the wide difference in children, of the upper elementary level, in building a foundation in general mathematics. A careful gradation in developing meaning, providing drill, and making application is accomplished, with the goal in view of an ease in the mastery of mathematics. Black and white prints and illustrations add to the attractiveness of this text.

PRAGST, AUGUSTA, comp. *Bibliography on Foods and Related Topics*. Alfred P. Sloan Foundation, 1945. 60p.

This is a bibliography on foods including materials for children and teachers. The grade level is given for each entry. The list includes low-priced materials, textbooks, and supplementary books.

RIDER, JOHN F. *Inside the Vacuum Tube*. John F. Rider Publisher, c1945. 407p. \$4.50.

A clear and most practical elementary presentation of the vacuum tube. An important book for the high-school library. Well illustrated and interestingly written.

SHERMAN, HENRY C. *The Science of Nutrition*. Columbia University Press, 1943. 253p. \$2.75.

How can we conserve food to help other countries and yet have food enough to maintain individual, family, and national well-being? America is known as the best fed nation. This book will help

one to understand both the scientific and social implications of the food problem. Covers thoroughly and interprets its subject matter which is timely. The book is divided into two parts: the first part discusses and summarizes the present nutritional knowledge, giving the story of science, experiments, and results; the second part discusses different means of nutritional improvement and how nutritional knowledge can be made more effective by means of educational programs, governmental action, economic measures, and movies. The author, Dr. Sherman, is well known for his many contributions to the science of nutrition and in this book he has interpreted the findings for the general reader.

Work Projects Administration. *Grapes. Rayon, Nylon and Glass Fibers. Plastics.* A. Whitman and Co., c1945. 46p. 48p. 40p. 50c ea.

An instructive, comprehensive, and well-illustrated study of the grape, one of the world's oldest fruits. Suitable for supplementary reading in upper elementary grades, the three books of this series which include *Grapes; Rayon, Nylon and Glass;* and *Plastics* will fill a distinct need for factual material presented in an entertaining style.

Social Science

ALINSKY, SAUL D. *Reveille For Radicals.* University of Chicago Press, c1946. 228p. \$2.50.

A highly stimulating account of the work of a labor organizer who organized industrial workers in the Chicago area, and thereby earned the sobriquet, "radical." The author calls upon public leaders to accept the label of "radical" to help organize the exploited masses; for, he maintains "Democracy as a way of life has been intellectually accepted, but emotionally rejected"; that the democratic way of life is predicted upon faith in the masses of mankind, but that few of the leaders of democracy really possess faith in the people.

BENEDICT, RUTH. *Patterns of Culture.* Penguin Books, Inc., c1946. 272p. 25c. (Pelican Books).

A study of the customs of three primitive groups for explanations of our own complex civilized behavior. A valuable book for a tie marked by cultural and racial prejudices written by one of the most important anthropologists of our day.

BERGLER, EDMUND. *Unhappy Marriage and Divorce.* International Universities Press, c1946. 167p. \$2.50.

The author assumes that unhappy marriage is based primarily upon neurotic behavior. The solution of psychoneurosis, according to the author, is psychoanalysis and the couple hoping to salvage their marriage can do so only with the aid of the psychoanalyst. The author is orthodox in his views of psychoanalysis but tends to ignore many of the social conditions which disrupt family life today.

CARPENTER, FRANCES. *Canada and Her Northern Neighbor.* American Book Co., c1946. 438p.

A geographical-historical reader for the grades; ■ valuable supplement to the usual geography text, on a country for which relatively little easy reading is available.

CLARK, WILLIAM H. *Farms and Farmers.* L. C. Page and Co., c1945. 345p. \$3.75. (American Cavalcade Series).

This book, the third in the American Cavalcade Series, presents ■ most interesting and enjoyable historical account of agriculture from the days of the earliest colonists who braved the unknown new world for "a bit of land to call our own." The causes for many current agricultural problems—soil erosion, barren lands, single crop production, and forest depletion—may be traced to faulty methods of farming practiced by these colonists. It is only through education that such evils can be overcome, and the author gives the reader a feeling of confidence that "trained and directed intelligence [can] create a new farming era of superlative quality."

COLLINS, FREDERICK L. *Uncle Sam's Billion-Dollar Baby.* G. P. Putnam's Sons, c1945. 174p. \$2.50.

The author presents the story of the TVA in the form of a dialogue. It is the old Socratic method of questions and answers. Through this method Mr. Collins is able to bring out more definitely and pointedly some of the more objectionable features of the TVA that escapes the reader when the subject receives the usual general essay discussion.

COPLAND, DOUGLAS BERRY. *The Road to High Employment.* Harvard University Press, 1945. 137p. \$1.75.

Mr. Copland is ■ firm believer in ■ planned economy. Government controls and regulation will prevent the swings from prosperity to depression. An every increasing public debt is not to be feared. He writes with ■ conviction and assurance in his belief. Private industry, trade, and finance somehow are still to function.

CORWIN, EDWARD S. *The Constitution and What It Means Today.* Princeton University Press, 1946. 263p. \$2.50.

An up-to-date revision of a reliable handbook on the American Constitution. Each article, amendment, section, and paragraph of the Constitution is annotated, explained, and further elaborated upon with citations from Supreme Court decisions. A volume which should be at the desk of every teacher of American government and political science.

CROW, CARL. *China Takes Her Place.* Harper and Brothers, c1944. 282p. \$2.75.

Forty years of Chinese history are brilliantly lighted up in an absorbing account of the oldest nation on the earth. Carl Crow lived in China for twenty years and

is well equipped to write this graphic picture story of the problems of great China.

Current Events Editors of American Education Press. *United Nations Organization*. Charles E. Merrill Co., c1946. 32p.

A booklet giving concise information about the UNO in simple language. Definite questions to test understanding are included. Every elementary and secondary school should have this or a similar bulletin.

DANIEL, HOWARD, and BELL, MINNIE. *Australia the New Customer*. Ronald Press Co., c1946. 369p. \$4.50.

Based on hundreds of questions business men have asked about Australia, this book is designed as a handy reference for the American exporter. Surprisingly rich in data not otherwise available.

DICKEY, DALLAS C. *Sergeant S. Prentiss, Whig Orator of the Old South*. Louisiana State University Press, 1945. 422p. \$4.00.

A scholarly account of the life of a New Englander who became a Southern leader. A valuable contribution to historical literature of the Ante-Bellum South.

DICKINSON, JONATHAN. *God's Protecting Providence*. Yale University Press, c1945. 252p. \$3.00.

"Being the Narrative of a Journey from Port Royal in Jamaica to Philadelphia Between August 23, 1696, and April, 1697." These words of the title page describe the first 100 pages. Pages 100-242 consists of Appendices.

FINER, HERMAN. *The United Nations Economic and Social Council*. World Peace Foundation, 1946. 121p. 50c. (America Looks Ahead).

The author points out the economic and social interdependence of the world. Next he takes up the world agencies devoted to bringing about greater world cooperation, and gives a large place to the International Labor Organization. The provisions of the United Nations Charter for an Economic and Social Council and its functions are discussed and pointed out as providing an agency for promoting greater world unity.

Florida Centennial Commission. *Florida Becomes a State*. Florida Centennial Commission, 1945. 481p. \$3.50.

This volume consists of selected documents relating to the admission of Florida to the Union. It is issued in commemoration of the first centennial of Florida's statehood. It is well documented and carefully done.

FOSBROKE, G. E. *Common-Sense Business Leadership*. Duell, Sloan and Pearce, c1946. 177p. \$2.50.

This readable-size volume, based upon the experience of the author as a personnel analyst and consultant, is well written and full of common-sense advice on personnel

relations. It is directed principally to executives, sub-executives, foremen, and sub-foremen, and should be of great value to them as well as to all those dealing with the human relationships of management and worker. It might well, too, set the pattern for those aspiring to be leaders, either in the office or in the shop.

GERSHOY, LEO. *From Despotism to Revolution*. Harper and Brothers, c1944. 355p.

A careful and scholarly study of limited period (1763-1789) in European History. Well written, with fine illustrations and extensive bibliography.

GERVASI, FRANK. *To Whom Palestine? D. Appleton Century Co., c1946. 213p. \$2.50.*

An experienced newspaperman states a strong case in favor of Zionism. He discusses with simple directness the problem of whether Palestine shall: belong to the Arabs or the Jews or both, remain a British mandate, or become the ward of the United Nations Organization. The author chooses the latter solution and suggests ultimate independence as the goal of Zionism in Palestine.

GOODRICH, LELAND M., and HAMBRO, EDWARD. *Charter of the United Nations*. World Peace Foundation, 1946. 400p. \$2.50.

This is a fine discussion of development of the Charter of the United Nations. It sets forth the background as well as the content of the Charter. The second part is devoted to commentary on articles, and part three is a collection of important documents from the Atlantic Charter to the Protocol of Deposit of Ratification of the Charter of the United Nations, October 24, 1945.

HART, RICHARD. *Eclipse of the Rising Sun*. Foreign Policy Association, 1946. 96p. 25c (Headline Series).

This volume of the Headline Series reviews in a concise manner the collapse of Japan. "the bitter tea of surrender," the various problems entering the occupation of Japan, and the future of this defeated nation. Elements of government, public economy, as well as religious and educational problems, are presented from the point of view of the author. This is a brief but a very well-balanced survey of present situations in this far Eastern area.

HINES, SALLY. *Good Manners in a Nutshell*. Nutshell Publications, c1946. 180p. \$1.50.

A concise statement of good manners for most occasions. The wording is clear. This book should prove helpful to upper-grade and high-school children as well as to grown-ups.

HOVDE, B. J. *The Scandinavian Countries, 1720-1865*. Chapman and Grimes, c1943. 823p. \$10.00. (Vol. I and II).

This rather extensive work by an American scholar is an excellent piece of work.

Volume I discussed Trade and Industry, Agriculture, The Founding of the Middle Class Culture, Religion, and Philosophy. Volume II treats Literature, Fine Arts, Democracy, Public Health, Education, Humanitarian Reforms, etc.

HUXLEY, ALDOUS. *Science, Liberty and Peace*. Harper and Brothers, 1946. 86p. \$1.00.

In this essay, Huxley contends that applied scientists have contributed to the loss of liberty and peace by producing means for the ruling minorities to increase their power and reduce the possibility of successful revolution. Applied scientists should pay attention to problems of providing individuals or groups with inexpensive, effective means of production for their own subsistence and for the needs of a local market. The results of science have been utilized primarily in the interests of centralized finance, industry, and government, and not in the interests of the majority of individual men and women. His comments, as usual, are stimulating and well expressed and his topic concerns society's central problems.

IVES, VERNON. *Turkey*. Holiday House, c1945. 25p. \$1.00.

Twenty-five pages of interesting information about Turkey. This strategic area for four thousand years has served as a bridge between the East and the West. The early history of the Seljuk Turks and of the Ottoman Empire is told briefly. The last section tells of the great reforms of Mustapha Kemal Ataturk which have brought about a modern Turkey.

KINNAIRD, CLARK, ed. *It Happened in 1945*. Duell, Sloan and Pearce, Inc., c1946. 464p. \$3.50.

A newspaper and newscamera story of 1945 combining an excellent selection of news-stories and pictures from the INS and King Features. The merit of this book lies in its preservation of some great stories that would be lost to the public with the throwing away of the daily newspaper. The accounts of the atomic bomb, the fall of Germany, the death of Roosevelt, and other events prove that much newspaper writing is not ephemeral or out of date with the change of the date line. It should be emphasized that the book is not a compendium of facts of the year.

KROUT, JOHN A. *New Outline-History of the U. S. Since 1865*. Barnes and Noble, Inc., c1946. 246p. 75c. (College Outline Series).

New Outline History of the United States Since 1865 by Krout is not simply an outline as the title suggests but it is a concise summary of this period. It should be helpful as a review and used with a textbook to help students organize the material. There are many aids to study, such as review questions, maps, references, and tables.

LENGYEL, EMIL. *America's Role in World Affairs*. Harper and Brothers, c1946. 318p.

Here is another book that can be used

for teaching. Miss Lengyel holds the point of view of most educators in that the historical past should be studied to understand the world's future. The pupil should be grateful to the author for giving a good account of our present world problems in the light of the past and present.

LUCK, J. MURRAY. *The War on Malnutrition and Poverty*. Harper and Brothers, c1946. 203p. \$2.50.

In this book the author, a biochemist who is disturbed about malnutrition and poverty, proposes consumers' cooperation as a solution to these ills. The problems of health and nutrition are set forth and later it is shown how they are directly related to income. The book should interest students of the cooperative movement.

MAYO, ELTON. *The Social Problems of an Industrial Civilization*. Graduate School of Business Administration, Harvard University, 1945. 150p. \$2.50. (Social Problems of an Industrial Civilization).

The book has some interesting material. The content however, scarcely justifies the title. The reviewer received the impression that the author had to write something, make a report perhaps, and had little time or material from which to present the subject.

MERRIAM, CHARLES E. *Systematic Politics*. University of Chicago Press, c1945. 348p. \$3.75.

This is Dr. Merriam's *Summe* after a half century of teaching and writing on the theory of politics. His dip into the future reveals no twilight of the gods, but "free men—in free states—in a free world"—the result of man's role in creative evolution. Big government is to grow bigger ("industry cannot boycott the state indefinitely"). Science, religion, business must become partners of the new government "in the best sense of the term." The world moves toward a global jural society. This profound work will dismay the nationalists, free enterprises, and supporters of caste.

METZ, HAROLD W. *Labor Policy of the Federal Government*. Brookings Institution, 1945. 284p.

This is an excellent summary of the development and growth of the relations of government, employer, and employee since the beginning of the New Deal. The more potent phases of labor legislation and its practical operation are discussed. The book is well written, facts are clearly presented. Recommended for the general reader interested in this field of economics.

MILLER, FRANCIS TREVELYAN. *History of World War II*. John C. Winston Co., c1945. 966p. \$5.00.

Because this volume appeared so soon after the close of the war its interpretation cannot be final. Indeed it is largely a factual account in which points of emphasis will no doubt change. There are 102 short chapters which attempt to cover

all theaters of the war. More than 200 good illustrations and some valuable maps.

MOONEY, PAUL. *Profitable Labor Relations*. Harper and Brothers, c1946. 209p. \$2.50.

Mr. Mooney writes from practical experience. His discussion of labor relations is timely, practical, and has much that can easily and readily be put into practice. The author writes clearly and to the point. There is little verbosity. Any one interested in our current labor problems would be benefited greatly by reading the book.

MOORE, WILBERT E. *Industrial Relations and the Social Order*. Macmillan Co., 1946. 555p. \$4.00.

The author writes clearly and in a simple and philosophical manner of the industrial relations of man. He traces the changes in these relationships that occur with the advancement of the sciences and techniques of industry. He explodes the extremist's position held by both sides in our present labor-management disagreements. A book well worth reading.

PATRICK, REMBERT W. *Florida Under Five Flags*. University of Florida Press, 1945. 140p. \$2.50.

A simple well-written story of the development of the State of Florida. It is beautifully illustrated with appropriate scenes. Recreational and diversional phases of state are featured in an excellent manner.

PECKHAM, BETTY. *Women in Aviation*. Thomas Nelson and Sons, c1945. 164p.

Women in Aviation is the factual story of the contribution that women have made to aviation in its every phase of rapid wartime development. These major phases are *The Women's Military Services in Aviation*; *Air Craft Production*; *A Woman's Industry*; *Women in Civil Aviation*; and *Women as Teachers of Aviation*. The book will be enjoyed by readers interested in woman's achievements, or those who are air-minded.

PRATT, FLETCHER. *Empire and the Sea*. Henry Holt and Co., c1946. 446p. \$3.50.

An absorbing authoritative story of Admiral Nelson's naval campaign against Napoleon's fleet, based on source materials. The relation between Nelson's nautical career and Britain's political and economic condition during the Napoleonic wars is well brought out. The climactic victory at Trafalgar with the death of Nelson brings the book to a satisfactory close.

RAUDENBUSH, DAVID W. *Democratic Capitalism*. John Day Co., c1946. 338p. \$2.50.

An interesting presentation of planned economy. The author writes with confidence and a high degree of certainty. He tries to anticipate what will follow in the "changed economy" and has a remedy for

each difficulty that may arise. The book has many interesting ideas.

SCHMIDT, HERBERT G. *Rural Hunterdon*. Rutgers University Press, 1946. 331p. \$3.50.

An economic and industrial history of Hunterdon County, New Jersey, that is both readable and scholarly. As a sample of rural development from colonial days to the present, it has general interest and value to all who are interested in rural life. Emphasis is on land tenure and use, machinery, communication and trade, and agricultural practices. There is an excellent chapter on *Ways of Life*, but surprisingly little about social life, schools, and churches.

SHEPARD, WARD. *Food or Famine*. Macmillan Co., 1945. 225p. \$3.00.

A comprehensive analysis of the social, economic, and political aspects of soil erosion, the focus of attention ranging from protection of small watersheds to world conservation. For adults who are interested in wiser land use.

SHOUP, EARL L. *The Government of the American People*. Ginn and Co., c1946. 1206p. \$4.50.

A voluminous textbook study of American government divided into broad subject-matter areas, such as "Foundations, Popular Control, and Legislation," and "Administration of Public Affairs." Designed for more advanced and specialized courses in American government.

SMITH, J. RUSSELL. *World Geography for Elementary Schools*, Grade 4. John C. Winston Co., c1945. 336p.

J. Russell Smith has outdone himself in writing this text on lands and peoples of contrasted parts of the world. The nature product of a skillful writer.

SPELTZ, GEORGE H. *The Importance of Rural Life*. Catholic University of America Press, 1945. 184p. \$2.00. (Philosophical Studies).

Starting with the Thomistic principles that man is composed of body as well as soul, and that for dignified labor the whole man (body and soul) must act, the author elaborates comments about rural life such as he presumes St. Thomas would have made if he had commented on the rural life of his day. The explanation of the seignior of the time is remarkably fine. The final recommendations are for land ownership in more hands, more persons in full or part-time farming, better rural community organization, and increasing self-sufficiency of cities in regard to food.

SUNDBORG, GEORGE. *Opportunity in Alaska*. Macmillan Co., 1945. 302p. \$2.50.

A wealth of information and advice is given to the would-be settler in Alaska. An impartial discussion with regard to the advantages and disadvantages impresses one with the fact that Alaska is for those with strong backs, the true pioneering spirit, and some capital.

THOMAS, DANIEL H. *Outline and Study Guide for Modern European History*. American Book Co., c1945. 23p.

An outline to accompany Garrett, *European History 1500-1815*. It has several very good Geneological Charts.

TRAIL, FLORENCE. *Foreign Family Life in France in 1891*. Bruce Humphries, c1944. 133p. \$2.00.

A personal journal by an American girl of her visit to France, revealing what a nineteenth century tourist did, saw, and felt.

TRILLING, MABEL B. and NICHOLAS, FLORENCE WILLIAMS. *The Girl and Her Home*. Houghton Mifflin Co., c1945. 408p. \$1.92.

This up-to-date homemaking book has a popular style of writing suited to the teen-age girl. The topics are listed under seven major units that deal largely with developing standards and ideals of home management, rather than teaching specific skills of housekeeping. Examples of the units are "You and Your Family" and "Speeding Up Your Housework." Presented to girls of the appropriate age, this book can serve to orientate them to a fine philosophy of homemaking.

VALKENBURG, SAMUEL VAN. *Peace Atlas of Europe*. Duell, Sloan and Pearce, c1946. 179p. \$2.00.

The ancient and recent boundary problems of Europe are discussed, and speculation made over the future disposition of the controversial areas on the basis of the results of the recent war. The maps are simply drawn and ample discussion accompanies each plate. Recommended as a handbook for all teachers of modern European history.

VANCE, RUPERT B. *All These People*. University of North Carolina Press, c1946. 503p. \$5.00.

A compilation and interpretation of most of the recent factual data about the people of the Southeastern United States. The use of tables, graphs, and maps is adequate, and the data as authentic as may be found. The interpretation is clear, terse, and to the point. All who are studying or thinking in terms of the region will welcome this book. No high school or college library in the Southeast can afford to be without it.

WISE, JAMES WATERMAN. *The Jew in American Life*. Julian Messner, Inc., c1946. 61p.

The Jew in American Life shows the influence of the Jew in every phase of American civilization from the time the first man of Columbus' crew—a Jew—set foot on the New World, and the Jew joining in the pioneering settlements, his patriotic leadership in every war fought for liberty, in education, the sciences, professions, art and music. If you are a Jew you will be prouder of your race, if you are a non-Jewish your appreciation and regard for the Jewish people will be en-

hanced by reading this book of sixty pages of pictorial history unparalleled.

WRIGHT, RICHARD. *12 Million Black Voices*. Viking Press, 1941. 152p. \$3.00.

This beautifully illustrated book endeavors to paint a clear picture of Negro life in the United States, to trace the hardships which Negroes have endured, and to describe their struggles to overcome the many obstacles in their path. The migration of the Negroes from the South to the Industrial North is very dramatically shown in words and pictures.

Textbooks and Workbooks

AMIDON, EDNA P., and Others. *Good Food and Nutrition*. John Wiley and Sons, c1946. 323p. \$1.96.

Good Food and Nutrition portrays real people—families and individuals—in homes, office, industry, meeting real food problems and working out solutions in terms of their own situations. Considerations of problems of marketing, cooking, conservation, gardening and canning, plus illustrations of how communities solve food problems make the book a complete as well as interesting and unique treatment of the subject.

BARROWS, HARLAN H. and others. *Our Big World*. Silver Burdett Co., c1945. 186p.

This book, for fourth-grade children, provides the first step in gaining an understanding of the people, resources, and ways of life in other lands. It has a wealth of maps for simple beginning lessons in map reading. Interesting photographs and sketches conveniently placed combine to make a splendid geography for beginners.

BEATTIE, JOHN W., WOLVERTON, JOSEPHINE, and others. *The American Singer*, Book 4. American Book Co., c1945. 205p.

Among the excellent features of this song book for fourth grade children are the interesting black and white drawings on every page, as well as a number of colored pictures; short stories of great composers and some themes from their works; the generally high quality of the selections which are mainly folk songs from many lands, many with directions for accompanying dances; and the introduction of only one new problem at a time, with clear and provocative notes, questions, and drill patterns, both rhythmic and tonal. Both rote and note songs are included, and a few tunes have descants.

BETZ, WILLIAM. *Everyday Junior Mathematics*, Book 1-3. Ginn and Co., c1944.

These are unusually good texts for use in junior high school (grades 6, 7, 8). They are very flexible and adaptable to various ability levels. The material is very interestingly and skillfully related to the normal experiences and basic needs of the pupils. The fundamentals of arithmetic receive proper emphasis in each book.

BILLINGTON, LILLIAN E. *Using Words, An Enriched Spelling Program*, rev. ed. Silver Burdett Co., 1944. 80p.

A good feature of this workbook is that children will be helped with their writing while they are learning to spell. The phonetic program is especially good.

BRAVERMAN, BENJAMIN. *Gaining Skill in Arithmetic*. D. C. Heath and Co., c1945. 134p. \$1.40.

This book is best suited as a supplementary text for pupils in other courses in mathematics who need improvement in arithmetic. Explanations can be clearly understood without help from teacher. This book provides for individual differences by providing extra exercises at the end of the book for those who fail to pass tests or who need extra drills. Book contains no illustration therefore it looks drab.

BUSWELL, GUY T.; BROWNELL, WILLIAM A.; and JOHN, LENORE. *Jolly Numbers*, Book 2. Ginn and Co., c1944. 80p. 44c.

This book makes arithmetic meaningful to second-grade children. The children working with this book have occasion to count, compare, measure, put together numbers representing groups or quantities or amounts and do the corresponding subtraction both of the subtractive and additive kinds and find fractional parts of small groups.

CRAWFORD, BARTHOLOW V., and others. *An Outline History of American Literature*. Barnes and Noble, Inc., c1945. 323p. \$1.25. (College Outline Series).

The anticipated revision of the COS manual on American literature. The emphasis is on authors and works with bibliographies particularly ample. Filled with information easy to locate.

CROW, ALICE and LESTER D. *Learning to Live With Others*. D. C. Heath and Co., c1944. 284p. \$1.48.

A high school psychology text written in simple and provocative style yet possessing very learned concepts. The chapters deal with an analysis of personality and a survey of problems met in home, school and business. The book should prove very helpful to high school and junior college students.

CURTS, PAUL H. *Basic German*, rev. ed. Prentice-Hall, Inc., 1946. 128p. \$1.50.

A very carefully selected and arranged compendium of the basic structure of German such as is necessary to real learning regardless of what methods are used.

DOWD, MARY T., and DENT, ALBERTA. *Elements of Food and Nutrition*. John Wiley and Sons, Inc., 1945. 357p. \$2.25.

Books of nutrition are constantly being revised to include the new discoveries, the data from recent experiments. The sec-

ond edition has been written in accordance with the unit organization to give the new developments in nutrition, consumer buying, the health needs of individuals, and the various food classes, their discoveries, sources, and functions. One of the outstanding features of this book is the score card of factors which promote health.

EDGERTON, EDWARD I., and CARPENTER, PERRY A. *Intermediate Algebra*. Allyn and Bacon, c1945. 508p.

Very well written textbook. Large amount of well-chosen problems and illustrations. Problems are chosen from a wide range of activities, thus stimulating the interest of most of the students. Explanations are simple and understandable. Printing is large and type is arranged on the page in such a way as to be easily readable.

FLOHERTY, JOHN J. *Flowing Gold*. J. B. Lippincott Co., c1945. 256p. \$2.50.

A real story teller recounts dramatically the story of oil. From the geologists' explorations to the delivery to refineries by tanker, railroad, and pipe-line—including the "Big Inch"—the story holds one spell-bound. Photographs and clever sketches by the author add to the interest of the book.

GATES, ARTHUR I., and others. *Tags and Twinkle. Good Times on Our Street. On Longer Trails*. Macmillan Co., c1945. 154p. 201p. 343p. (Today's Work-Play Books).

The authors under the direction of Gates have produced this series of the New Work-Play Books, a basal series in reading. The stories are very well selected and interesting to the age group intended. Jim and Judy are the central figures of *Tags and Twinkle*. Nature and Social Science play about equal parts in *Good Times On Our Street*. The content of *On Longer Trails* is divided between the three fields of literature, social studies, and nature. The vocabulary for the series is well controlled and sufficient repetition is provided.

HARRIS, FLORENCE LAGANKE, and HUSTON, HAZEL H. *The New Home Economics Omnibus*. D. C. Heath and Co., c1945. 666p.

Home Economics Omnibus is a complete textbook covering all phases of home economics as taught in the high school—(1) foods and nutrition, (2) clothing, (3) house-planning and furnishing, (4) consumer education, (5) home management, (6) child care, (7) health, (8) family relations and personal regimen; and written with an informality of style which appeals to pupils of high-school age.

JOHNSON, STANLEY. *Citizenship*. Ginn and Co., 1945. 497p. \$1.80.

This book gives the future citizen a picture of American life, its institutions and processes, and of the functions of our democracy and how they are carried out. The material is well presented, practical, stimulating, and well on the high-school

level. There are excellent illustrations. Maps, charts, and study aids.

KENISTON, RACHEL P., and TULLY, JEAN. *Plane Geometry*. Ginn and Co., c1946.

This book attempts to create an awareness of geometry and to show its relation to other branches of mathematics and to various areas of life. The content, presented informally, is adapted to the needs and abilities of pupils. Illustrative material is unusually attractive. The book is highly recommended as a basic text in plane geometry.

KNIGHT, F. B., and STUDEBAKER, J. W. *Self-Help Arithmetic Workbooks*, Nos. 4-8. Scott, Foresman and Co., c1945.

The older excellent series has been brought up-to-date as to material and format. A wealth of self-help material is provided. The Progress Chart is a strong feature of the books.

LASLEY, SIDNEY J., and MUDD, MYRTLE F. *The New Applied Mathematics*. Prentice-Hall, Inc., c1945. 431p. \$2.20.

This book contains units on Arithmetic, Algebra, and Geometry. Part of the book is arranged logically and part psychologically. There is a definite provision for individual differences in ability and in interest although it is a book which would appeal to boys more than girls. Has very good graphic and pictorial illustrations. Has a large number and a variety of problems. Relates mathematics to everyday life. Too technical.

LAWLER, THOMAS BONAVENTURE. *Elementary History of the United States*. Ginn and Co., c1945. 313p. \$1.08.

This book briefly describes the word and its people during the past six thousand years. I think pupils will become interested in history, becoming better citizens by understanding the true meaning of good citizenship, through reading this text.

LAWRENCE, W. B. *Cost Accounting*, 3d ed. Prentice-Hall, Inc., 1946. 606p. \$5.35.

This is an excellent text in a field of increasing importance. It is well organized and complete. Explanations are generously illustrated with forms, diagrams, charts, and exhibits. Ample opportunity for laboratory work is provided by practical problems at the end of the book. It is well adapted for study on the college level; or even for home-study by one with a background of general accounting.

MACKENZIE, DONALD H. *Fundamentals of Accounting*. Macmillan and Co., 1946. unp. \$4.00.

The cost and revenue approach is used in the development of accounting principles and procedures in this volume. This is a departure from the usual balance sheet or proprietorship equation approach. The content is well-organized; principles are adequately illustrated; and ample opportunity for practice is given by means of questions, problems, and four brief practice sets in

the back of the volume. A workbook and six objective tests are also available.

MAGRUDER, FRANK ABBOTT. *American Government*. Allyn and Bacon, 1946. 710p.

Magruder's *American Government* for 1946 is sure to appeal to students and teachers alike, since it combines the latest world developments with the underlying principles of former Magruder texts, which have always been extremely popular. The illustrations, charts, and maps aid greatly in giving a broader understanding of government in this modern, rapidly-changing world.

MARSHALL, CLYDE. *An Introduction to Human Anatomy*, rev. by Lazier, 3rd ed. W. B. Saunders Co., 1946. 418p. \$2.50.

This edition of Marshall's *Introduction* gives more attention to muscles, to joints and to ligaments and less to some other phases. The section on endocrine glands has been brought up to date. One of the best of the brief anatomies especially suited to physical education classes.

MILLER, CLYDE R. *The Process of Persuasion*. Crown Publishers, c1946. 234p. \$2.00.

Everybody with a new idea that he wants people to accept must first persuade them of its benefit to them and second convince them of its workability. This book contains a thorough analysis of the various methods of persuasion with concrete examples showing how they have been successfully used by scientists, salesmen, lawyers, teachers, and inventors.

MONSCH, HELEN, and HARPER, MARGUERITE. *Feeding Babies and Their Families*. John Wiley and Sons, 1943. 386p. \$3.50.

The babies of today are the men and women of tomorrow. Therefore it is essential that parents use intelligence both before and after the birth of the child. Briefly reviews general nutrition and discusses the problems, responsibilities, and duties of the newly-wed couple until the child is grown. The Appendix is especially good, containing suggestions and data for the use of thermometers; measurements, equivalents, and nutritional values of various food groups; classification of fruits and vegetables; equipment used in preparation of milk formulas; and charts on teeth, sleep, and weight.

MORTON, ROBERT LEE, and others. *Making Sure of Arithmetic*, grade seven. Silver Burdett Co., c1946. 348p.

This seventh-grade text presents arithmetic in a practical way. The very much alive illustrations help to hold the interest of the pupils and in this way contributes to the problem solution situation. Remedial practices are found in the back of the book. The organization of subject matter is very good.

NYBERG, JOSEPH A. *Fundamentals of Algebra*. American Book Co., 1944. 360p. \$1.40.

This text has been made especially in-

teresting through the use of numerous illustrations and discussions of the importance of mathematics to the various vocations. It contains an excellent introduction to trigonometry both for the future student of trigonometry and for the one who does not plan to study it. Provision for flexibility in study has been provided for through careful organization of material.

NYBERG, JOSEPH A. *Fundamentals of Plane Geometry.* American Book Co., c1944. 359p. \$1.48.

This text presents a simple, well-illustrated introduction so as to provide a good foundation in geometry. Care has been exercised to omit all less fundamental theorems and trivial exercises. The new interests of students in navigation, flying, etc., have been considered and timely topics related to these subjects introduced.

ODELL, WILLIAM R. and STUART, ESTA ROSE. *Principles and Techniques for Directing the Learning of Typewriting.* D. C. Heath and Co., c1945. 250p.

The fundamental principles of directing skill learning both for teachers of typewriting and teachers of other skill subjects are thoroughly discussed in *Principles and Techniques for Directing the Learning of Typewriting*. Emphasis is placed on the teaching techniques for touch-typewriting, with excellent instructions for guiding students through all the stages of the learning period.

OLSON, Lyla M. *Prevention, First Aid and Emergencies.* W. B. Saunders Co., 1946. 591p. \$3.00.

This book is written primarily as a text for Graduate nurses who are preparing to teach First Aid. It will serve as excellent reference material for any teacher of the subject. Students in First Aid classes will enjoy the practical approach that is made to each subject. Especially helpful is the material and emphasis on prevention of accidents.

PATTON, DAVID H. *Progressive Word Mastery.* Charles E. Merrill Co., 1942. (Speller Series).

These seven books represent a carefully constructed and fully tested part of the language-arts program for Grades 2 through 8, respectively. They present a new plan that breaks away from the traditional formal style of teaching spelling. Significant features are: (a) motivated study; (b) emphasis on contextual use of words; (c) practice exercises to ensure mastery; (d) use of sensory organs; (e) word analysis; (f) sufficient references to provide fixation; (g) emphasis on difficult words; (h) reviews; and (i) provision for individual growth. The format is pleasing and books are substantially constructed.

POLK, RALPH W. *The Practice of Printing.* Manual Arts Press, c1945. 300p. \$2.75.

A revised printing of one of the best

textbooks on the printing trade. It presents the practices of the trade in an interesting and readable manner with many illustrations. A very useful book for students of the Graphic Arts.

POLLARD, CECIL V. *German—The Easy Way.* Cecil V. Pollard, c1945. 163p. \$5.00.

An excellent and unique introduction to the mechanics of the German sentence. It should prove very useful for mature students, such as Ph.D. candidates, who wish to gain a dictionary-translation ability in German.

POTTER, MARY A., and HILDEGARDE, R. BECK. *Mathematics For Everyone.* Ginn and Co., c1945. 368p. \$1.12.

This book in addition to dealing with the arithmetic of measurement presents a careful review of whole numbers, common fractions, decimal fractions, and percentage. "Honor Problems" are provided for the superior group. The appendix contains two kinds of material to further meet the needs of individuals.

POWERS, SAMUEL RALPH, and others. *Exploring Our World.* Ginn and Co., c1946. Ginn and Co., c1946. 522p. \$1.44. (Adventuring in Science).

With the help of modern science children are led to explore our world. Units on the world of water, of air, of rock, of living creature, and of action are developed in an informal manner. Excellent photographs, sketches, and diagrams supplement interesting textual material. Test questions and suggested experiments are provided.

REEDER, EDWIN H. and RENNER, GEORGE T. *Home Geography.* American Book Co., c1944. 232p.

Through interesting textual material and excellent photographs and diagrams children are led to find and study the geography which is all around them. A keen sense of observation will be a worth-while outcome gained through the study of this geography.

RIEMER, EDWIN, and LIEBLING, LOUIS. *Tabulation, Elementary and Advanced.* Pitman Publishing Corporation, c1946. 75p. \$1.25.

This manual contains instructions and problems in the arrangement of statistical data. The instructions and descriptions of procedures are complete and clear and the laboratory problems are practical. It would be of special value either as supplementary work in the regular typewriting classes or for those wishing special practice in tabulation.

ROSE, MARY SWARTZ. *Rose's Foundation of Nutrition*, revised by Grace Macleod and Clara Taylor. Macmillan Co., 1944. 594p. \$3.75.

Rose's *Foundations of Nutrition* has been revised by two of her former students who have kept the ideas of their great teacher foremost and have incorporated the changes she wished to make. The illustra-

tions and tables are especially valuable in interpreting the newer knowledge of nutrition. The textbook is one that has served and will continue to serve in giving a good foundation in nutrition for those whose background is limited in the basic sciences.

SALIERS, EARL A. *Modern Practical Accounting.* American Technical Society, 1946. 365p. \$4.00.

This text deals with elementary accounting procedures, using the Balance Sheet approach. It contains chapters on management, the philosophy of accounting, and the uses of accounting—in addition to the conventional ones. Laboratory problems and questions are not provided in the text.

SMITH, ELMER R. *Invitation to Reading.* Harcourt, Brace and Co., 1945.

Selections in this book will challenge the third-grade reader's young mind, and make reading a pleasant experience. Easy to read, full of action, interest, and excitement, the material is recommended for pupils of retarded reading difficulty.

SMITH, EMMA PETERS; MUZZEY, DAVID SAVILLE; LLOYD, MINNIE. *World History.* Ginn and Co., c1945. 820p. \$2.80.

A textbook in World History covering the period from the Background of Civilization to the close of World War II. It is organized into ten parts and 47 chapters.

STONE, C. R. and GATCHEL, DOROTHY SCHRENK. *On the Way to Reading.* Webster Publishing Co., c1945. 95p. 33c.

A workbook for reading readiness to prepare for pre-primer reading. Contains sixty-three words selected from twenty-one pre-primers. Contains exercises in matching, selection, and association.

STONE, HARRIET. *The Meaning of Nutrition.* Little, Brown and Co., 1943. 64p.

This booklet gives the principles of nutrition by means of colorful diagrams and charts and photographs. It is a book suitable for the upper grades.

TOWNSEND, HERBERT. *Our America.* Allyn and Bacon, c1944. 202p.

A clever style of writing together with lively sketches make this history book unlike any other. Children are fascinated with it and read and reread it.

WITHAM, W. TASKER. *Americans as They Speak and Live;* German Version by Robert Lohan. Frederick Ungar Publishing Co., c1945. 158p. \$2.00.

A delightfully idiomatic presentation of every-day English and German in parallel columns. This book should find a place in any conversational course.

WREN, F. LYNWOOD; RANDALL, JOSEPH H.; HERRICK, ANITA E. *Practice Books 2-8 to Accompany the Arithmetic For*

Use Series. D. C. Heath and Co., c1944. 112p ea. 36c ea.

Practice books to accompany the *Arithmetic For Use Series* of texts. There is ample provision of material classified both in topic and difficulty to correspond with the texts. The tests are not timed.

Books Received

FEDERAL SECURITY AGENCY. *Suggestions For Securing Teaching Positions.* Federal Security Agency, U. S. Office of Education, 1945. 9p.

HEATH, D. C. and Co. *The Packet.* D. C. Heath and Co., 1946. (Heath's Service Bulletin for Elementary Teachers).

KELLEY, EARL C. and others. *Your School and Its Government.* National Self Government Committee, Inc., 1945. 27p.

NOTT, STANLEY CHARLES. *Chinese Art of World Renown.* Chinese Culture Study Group, c1944.

PERRY, KENNETH FREDERICK. *An Experiment With a Diversified Art Program.* Teachers College, Columbia University, 1943. 163p. \$1.85.

STUART, JOHN. *Wings Over America! The Future of Air Power.* Public Affairs Committee. 31p. 10c. (Public Affairs Pamphlet No. 114).

WOMAN'S FOUNDATION. COMMITTEE OF CONSULTANTS ON HOUSING FOR THE FAMILY. *Improved Family Living Through Improved Housing.* The Woman's Foundation, 1945. 28p.

Federal Security Agency. U. S. Office of Education. *Education of Teachers for Improving Majority-Minority Relationships.* U. S. Government Printing Office, 1944. 64p. 15c.

FOY, BERNARD L., comp. *An Indexed Bibliography of the Tennessee Valley Authority, Cumulative Supplement January '43-December '44.* Tennessee Valley Authority, 1945. 60 - xxi.

GRANT, EDMONIA WHITE. *American Minority People During World War II.* American Missionary Association, 1945. 14p.

HANSEN, ALVIN H. *Fiscal Policy For Full Employment.* Institute on Post-

war Reconstruction, New York University, c1946. 23p.

MILLER, RAYMOND W. *Keepers of the Corporate Conscience*. Island Press, 1946. 19p. \$1.50.

PIERSON, JOHN H. G. *Full Employment in Practice*. Institute on Postwar Reconstruction, New York University, v1946. 26p.

TAYLOR, AMOS E. *Foreign Trade and Full Employment*. Institute on Postwar Reconstruction, New York University, c1946. 20p.

The Woman's Foundation. *The Road to Community Reorganization*. The Woman's Foundation, 1945. 32p.

The Woman's Foundation. *Women's Opportunities and Responsibilities in Citizenship*. The Woman's Foundation, 1945. 22p.

GARVIN, CATHARINE. *Surprises in the Arkansas Valley*. Resource-Use Education Committee, South Central Region, 1945. 45p.

GATES, ARTHUR I. and BARTLETT MARY M. *My First Seatwork Book*. Macmillan Co., c1945. 80p. 48c.

HAHN, MILTON E. and BRAYFIELD, ARTHUR H. *Job Exploration Workbook*. Science Research Associates, c1945. 95p. 96c.

League of Nations. *Report on the Work of the League During the War*. Columbia University Press, 1945. 167p. 50c.

MACMAHON, ARTHUR W. *Memorandum on the Postwar International Information Program of the United States*. U. S. Department of State, c1945. 135p.

ORDAN, HARRY. *Social Concepts and the Child Mind*. King's Crown Press, 1945. 130p. \$1.75.

STODDARD, ALEXANDER and others. *English Workbook Four*. World Book Co., c1945. 128p.

ADAMS, AGATHA BOYD. *A Journey to Mexico*. University of North Carolina Press, 1945. 40p. 50c. (Library Extension Publication).

ALPENFELS, ETHEL J. *Sense and Nonsense About Race*. Friendship Press, c1946. 46p. 25c.

BARTELS, YOPE, and MAURY, PHILIPPE. *Messages From Europe*. Friendship Press, 1946. 32p. 35c.

CAMPA, ARTURO, and others. *Teachers' Manual and Key to Accompany Acquiring Spanish*. Macmillan Co., 1945. 47p.

CAMPA, ARTURO L., and BEDICHEK, LILLIAN GREER. *Teachers' Manual and Key to Accompany Mastering Spanish*. Macmillan Co., 1945. 105p.

CANNON, ROSS, and CANNON, MARY. *Discussion and Program Suggestions for Youth in India*. Friendship Press, 1946. 24p. 25c.

Children's Bureau. U. S. Department of Labor. *Thirty-third Annual Report of the Chief of the Children's Bureau*. U. S. Department of Labor, 1945. 34p.

Federal Security Agency. U. S. Office of Education. *Introducing the Peoples of the Far East*. U. S. Government Printing Office, 1945. 72p. 15c.

FENNING, KARL. *Vocational and Professional Monographs*. Bellman Publishing Co., c1945. 21p. 75c.

GATES, ARTHUR I. *General Manual*. Macmillan Co., c1945. 167p. (Today's Work-Play Books).

GATES, ARTHUR I., and BARTLETT, MARY M. *Manual for the Pre-Reading and Reading Readiness Program*. Macmillan Co., c1945. 183p. (Today's Work-Play Books).

GATES, ARTHUR I. *My Work-Play Book for "Come and Ride"; "Tags and Twinkle"; "Friends and Workers"*. Macmillan Co., c1945.

GATES, ARTHUR I., and others. *Teachers Guidebook, Primer and Second Reader*. Macmillan Co., c1945. 308p. 309p. (Today's Work-Play Books).

Girl Scouts National Organization. *Girl Scouting as an Educational Movement*. Girl Scouts National Organization, 1945. 20c.

HANDLEY, HARRY E., and RANDOLPH, CAROLINA R. *Eight Years of Public Health Work*. Commonwealth Fund, 1946. 80p. 50c.

HOFFMEISTER, H. A. *Construction of Map Projections*. McKnight and McKnight, c1946. 41p. 72c.

LAWSON, ELIZABETH, ed. *Samuel Adams*, selections from his writings. International Publishers, c1946. 96p. 35c.

LOIZEAUX, MARIE D. *Publicity Primer*. H. W. Wilson Co., 1945. 103p.

MCCULLOCH, MARGARET C. *Know—Then Act*. Friendship Press, c1946. 48p. 25c.

MAYS, BENJAMIN E. *Seeking to Be Christian in Race Relations*. Friendship Press, c1946. 48p. 25c.

MOSHER, ARTHUR T. *This is India*. Friendship Press, 1946. 22p. 25c.

National Association of Manufacturers and Chamber of Commerce of the United States. *Industrial Peace*. National Association of Manufacturers, 1945. 104p.

National Council For the Social Studies. *Motor Vehicle Transportation in American Life*. National Education Association, c1945. 30c.

New York. Board of Education. *A Guide to Curriculum Improvement*. Board of Education of the City of New York, 1946. 63p.

NIXON, ELIZABETH. *Discussion and Program Suggestions For Youth on the Christian and Race*. Friendship Press, 1946. 23p. 25c.

PEIK, WESLEY E. *The Teaching Staff and Postwar Education in Red Wing*. University of Minnesota Press, c1946. 32p.

SCHMECKEBIER, LAURENCE E. *Art in Red Wing*. University of Minnesota Press, c1946. 88p.

Twentieth Century Fund. *Toward American Prosperity*. Twentieth Century Fund, 1945. 20p.

U. S. Department of Agriculture. *Better Farm Leases*. U. S. Government Printing Office, 1945. 41p.

U. S. Department of Agriculture. *Better Health for Rural America*. U. S. Government Printing Office, 1945. 34p.

U. S. Department of Labor. *Facts About Child Health*. U. S. Government Printing Office, 1945. 31p. 10c.

WILSON, CLARA O. *Teaching Beginners in a Rural School*. University Publishing Co., Lincoln, c1946. 32p. 40c.

WRONG, MARGARET. *For a Literate West Africa*. Friendship Press, c1946. 64p. 25c.

World War II

BLACKBURN, CASPER. *Annapolis Ahoy!* Macrae-Smith Co., c1945. 287p. \$2.00.

A pleasant story of life at the United States Naval Academy written by a graduate and instructor of that institution. Recommended for grade school and junior high age groups.

BROWN, JOE E. *Your Kids and Mine*. Doubleday, Doran and Co., c1944. 192p.

A report of trips to battle-fronts all over the world, and the inspiration he received from "your kids and mine." The writing is sympathetic, the incidents human and touching. The book makes you appreciate more than ever these Americans.

CONGER, ELIZABETH MALLET. *Ships of the Fleet*. Henry Holt and Co., c1946. 178p. \$2.00.

A civilian's-eye view of the ships of the American Navy, with a brief description and historical sketch of the major fleet units. It is well illustrated and interestingly written, but contains, unfortunately, several statistical errors as to ship dimensions and performances.

SCHOENFELD, SEYMOUR J. *The Negro in the Armed Forces*. The Associated Publishers, 1945. 84p. \$1.10.

This small volume on *The Negro in the Armed Forces* is a scholarly and practical approach to the subject carefully documented. It tells the part played by Negroes from the Revolutionary War to World War II. All judges, teachers, high school students and truth-seeking citizens should read this book.

Correction

Teachers' Guide for the Workbook in Child Development by Dr. George E. Schlessor (W. B. Saunders Co.) is supplied free with the workbook, instead of at a cost of \$1.00 as listed in the January Issue.

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CONTENTS



EDITORIAL—The Fox Under the Editor's Tunic.....	129
Evidences of Plato's Philosophy of Education in the George Peabody Demonstration School.....	130
Clement M. Eyler	
Hegel: His Philosophy and Its Educational Implications	151
Jack Allen	
Herbart: His Philosophy and Educational Implications	159
R. Lofton Hudson	
A Church Appreciates the Teachers.....	167
A. R. Mead	
But They Grind Exceeding Small.....	169
Mary Barnard Cooke	
Those Interesting Sites	171
Ruby Anderson	
Eire Underwrites Tomorrow.....	174
Thomas W. Sheehan	
Peabody Bimonthly Booknotes.....	177

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THE FOX UNDER THE EDITOR'S TUNIC

President Henry H. Hill of Peabody College knows when to use *set* and *sat*. He knows both from the company he has kept and the training he has had. He is a sensitive man to the differentiated values of language. He would never say nor write *set* when the standardizers of the language have required it unmistakably *sat*.

The publishers of the *Peabody Journal of Education* know perfectly when it should be the one and when the other. Our publishers are cultured people. Besides it is one of their major stocks in trade to know such things. They love to point with pride to *sat* when it should be *sat*. If it is otherwise they dwell in abject humiliation.

The editor of the *Journal* has not been denied familiarity with the correct use of the two words. There are constructions in language which baffle him, but neither *set* nor *sat* leaves him troubled by vagueness or uncertainty. The knowledge of their proper use shines for him as a bright light through a linguistic world frequently touched by haze and fog.

And yet—we repeat it—AND YET in the September issue of *The Journal*, President Hill is made to say *set*, when any C student in Jonathan Rigdon's grammar would know perfectly well that anything other than *sat* would be a major heresy.

President Hill had no part in that sinister *set*. His manuscript was impeccable. He didn't read the proof. He is absolved.

But the publishers read the proof at least twice. For all of their zeal to do right by the grammar; for all their expertness it remained *set*. And the editor read the proof! He is admittedly inadequate in such assignments. But President Hill is his superior officer. So he went all out in reading that proof. You doubtless know how it is. But even as this is written that impish *set* leers sardonically from the printed page.

There was, to be sure, in the same paragraph an inaccuracy in the word *predilection*. That is annoying, but our conscience is much less tender there. It is not a word which we would go out of our way to defend. But that *set* gnaws at our vitals even as did the fox for which that boy of old Greece made such an error.

EVIDENCES OF PLATO'S PHILOSOPHY OF EDUCATION IN THE GEORGE PEABODY DEMONSTRATION SCHOOL

CLEMENT M. EYLER

Superintendent of Schools, Bristol, Tennessee

I. POLITICAL AND HISTORICAL BACKGROUND OF GREECE BEFORE PLATO

If Plato were to visit the George Peabody Training School, he could appropriately and intelligently say what the fly riding on the rear of a chariot in one of Aesop's fables ignorantly and boastingly says, "What a dust do I raise!" For in the Peabody Training School one discovers many of Plato's recommendations for the education and training of youth, platitudes for learning which the great Greek philosopher fashioned over two thousand years ago and which educationists since that time have been unable to alter perceptibly. Emerson has said, "these [sentences of Plato] are the corner-stone of schools; these are the fountain-head of literatures."¹ Contemporary use of Plato's tenets for education substantiates Emerson's high commendation of them.

What were the conditions of the people, the country, and of learning in Greece when Plato wrote his *Dialogues*? Who was Plato? These queries must be answered, in part at least, if one aspires to know why Plato thought so discriminately about the education of the young that his concepts are vital to the life and efficiency of a modern educational institution.

Before Plato was born, Pericles (495-429 B. C.) had led Greece to the foremost position in business, educational, and military affairs. Life was regulated by a military regimen and Pericles endeavored to solidify this civilization in order that Greece's power might never be successfully challenged. Even before Pericles the prestige of Athens had demanded obeisance, for Athens had become the cultural center of Greece as well as the commercial center; her property had increased in value and her studies in philosophy, ethics, and logic pointed to "man as the measure of all things."² But there was little freedom for all men in this Periclean government. Athens with a population of about 400,000 inhabitants numbered approximately 250,000 who had no political rights, citizens in name only, for in reality they were slaves to an aristocracy.³

¹ Emerson, Ralph Waldo, "Plato; or, the Philosopher", *English Traits, Representative Men, and Other Essays*. London: J. M. Dent and Son, Ltd. 1913. p. 173.

² Cubberley, Ellwood P., *The History of Education*, Boston: Houghton, Mifflin Company, 1920. p. 40.

³ Durant, Will, *The Story of Philosophy. The Lives and Opinions of the Greater Philosophers*. New York: Simon and Schuster, 1926. p. 10.

This aristocracy, in all probability, had developed after the heavy infiltration of population into Athens at the conclusion of the Persian Wars (492-479 B. C.) and had helped to broaden educational interests, to develop a democratic civilization, and to form the Delian League. History has since shown that the newly-found clothes of freedom are ill-fitting to a people who have formerly bowed the knee to autocracy, monarchy, or a severe aristocracy. Athens was no exception. Because of expressions of gross individualism, the morals of the city reached a low ebb at first and it was necessary for a powerful minority to re-establish an aristocratic form of government and an education somewhat more refined in ideals than that sponsored by a free government whose only interest was their own.⁴

For about fifty years (479-430 B. C.), Athens and Sparta diligently prepared civilizations which each thought was most beneficial for its peculiar geographical situation. The Spartans, because of a hostile environment, believed that an education which developed strength of body, courage to meet the enemy, and a desire to obey laws would most adequately preserve Spartan civilization. This, the oldest Greek education of which we have any extended information, included in its curriculum only a modicum of "intellectual education" such as memory of the laws of Lycurgus and selections from Homer.⁵ Sparta proposed an education for the state and submergence of the individual. Further, Sparta was distinctly an agricultural state independent of inter-state trade, and its citizens were a landed aristocracy which had developed through service to the state. Cretan education, at this time, was similar to that of Sparta for the reason that life in the two states was very much alike.⁶

One of the interesting courses in Spartan education, if we may dignify such instruction with that name, was the course in stealing. Xenophon informs us that stealing and other chicanery were recommended to Spartan boys who desired to succeed in life. Xenophon further says that he always obtained Spartans for his strategists when he could persuade them to fight with him, for Spartan education in stealing developed excellent scouts, ambushers, and foragers, services which depend on deception, stealing, lying, cleverness, and other traits which are natural outgrowths of a training in stealing. Isocrates himself, who had established a school about a year or two before Plato, declares that skillful robbery is a step to preferment. And the colorful and satiric

⁴ Graves, Frank Pierrepont, *A Student's History of Education*. New York: The Macmillan Company, 1929. p. 15.

⁵ *Ibid.*, p. 13.

⁶ Freeman, Kenneth J., *Schools of Hellas, An Essay on the Practice and Theory of Ancient Greek Education from 600 to 300 B.C.* Edited by M. J. Rendall. London: Macmillan and Company, Ltd. 1912. p. 30.

Mark Twain, about two thousand years after Spartan education had lost its position of eminence, indicated that American universities should present courses in "lying and cheating" so that citizens would show more polish and finesse in their business and social conduct.⁷

Spartan women also were educated for the state. They engaged in vigorous dances, running, javelin throwing, wrestling, and swimming to prepare themselves to produce strong sons for the Spartan army. A study of their dances discloses that they were manifestly drills which increased muscular power for use in war. When a woman married, she concluded her vigorous training and attended to duties in the home for which she had studied.

In Athens, educational leaders demanded that students prepare themselves to serve the state as they did in Sparta; the two policies were formulated to produce "the best possible citizen, not the best possible money-maker; [they] sought the good of the community not the good of the individual."⁸ Since the goals of education for the Spartans and the Athenians were relatively the same, one would expect similar organizations in the two states. As a rule Spartan youths were brought together in groups from several families in order to receive educational instruction. They spent most of the day living, playing, studying, and eating as a communal group. The instructors did not receive pay from families for instruction in Sparta, but students were required to pay for their meals; in some instances those children who were unable to pay the small fee for their food were taken care of by friends and relatives; in other instances of inability to pay children dropped out of school and began work—some of them rather young.⁹ In Athens, children paid for their training, but in all other respects, Athenians followed the same general principles approved by the Spartans. Education for work or trade or to make money was not considered as education by the Athenians. Whenever an individual decided that he was not preparing himself to lead and to serve the state, Athenian leaders considered him to be of "brass," the class of society which worked for the aristocracy.¹⁰

Primary education at Athens during the period between the Persian Wars and the Peloponnesian War (431-404 B. C.) was presided over by instructors who gave students two kinds of education which the state believed would prepare them for citizenship better than the Spartan system prepared its citizens. The first instruction was conducted at the

⁷ *Ibid.*, pp. 23-24.

⁸ *Ibid.*; p. 275.

⁹ *Ibid.*, p. 16.

¹⁰ Plato, *Laws*, 643E. Jowett, B., *The Dialogues of Plato*. Translated into English with Analyses and Introductions. v. 5. New York: Macmillan and Company, 1892. All references to, and quotations from, Plato's works are in this edition.

Palaestra and included the pentathlon and other physical exercises. Vases and friezes from ancient Greece now in the British Museum show boys engaging in ball throwing, discus throwing, jumping, and running as part of the educational program. Always an interested spectator at a student's performance was the pedagogus, a slave or one whose more important service to the state had ceased, who conducted his charge to the Palaestra, guarded him while there, and escorted him home in the afternoon.

For other training, the student sang, played on the lyre or flute, wrote, and read at the didascaleum, again receiving his instruction individually and carefully guarded by his pedagogus. Vases and friezes also exhibit students on the way to the didascaleum, the pedagogus walking behind them and usually carrying the lyre or flute. Other scenes portray one student leaving the instructor and another coming to him. In several scenes, students appear accompanied by their pet animals; in one carving a pedagogus is sitting with his back against the student's chair, the pedagogus apparently smiling approval, if one may be forgiven for seeing into plain lines. These scenes from the educational life of Athens clearly reveal the pleasure of the students and the interests of the instructors in teaching. It is apparent that Athenian education was more individual than that of Sparta, a characteristic which Plato later accepted as the *sine qua non* of all education.¹¹ One must not believe that Athenian education was socialized to any appreciable degree; to socialize learning was one of the accepted tasks of Socrates, Plato, and Aristotle.

One result of this education for power and national service was the Peloponnesian War. Athens and Sparta had spent their efforts in the development of a spirit of nationalism among their people, Athens manifestly building a great navy and Sparta establishing an equally efficient land power to maintain its supremacy. In the war, the Spartan army succeeded in conquering the Athenian navy and thereby elevating Sparta as the foremost power in all Greece.¹² Before the capitulation of Athens, the center of discussion was its interest in the query whether Athens would be an oligarchic or a democratic state. A democracy had earlier produced gross immorality among the Athenians, but there was still a powerful group who desired its continuance. It is at this point in the background for a study of Plato's educational precepts that Plato's uncle, Critias, appears.

Critias, a member of the Athenian oligarchic party, recommended the abandonment of democracy because of its inefficiency during war.

¹¹ Graves, *op. cit.*, pp. 14-15.

¹² Grote, George, *A History of Greece, From the Earliest Period to the Close of the Generation Contemporary with Alexander the Great*. v. 10. London: John Murray, 1888. vols. 5 and 6, Chaps. XLVIII-LXII.

Critias, along with other Athenians, foresaw the great victory of Sparta and the downfall of his own nation on account of the poorly regimented Athenian people and soldiers, a condition attributed to the democratic form of government by the oligarchs. For his outspoken conviction against democracy, Critias was exiled in political disgrace (407 B. C.), a favorite form of punishment with the Greeks. Later, after the Spartans had gained control in Athens, Critias was returned because his political philosophy showed some accord with that of the conquerors, and it was also doubtless believed that he would help to dispel any attempt of the democrats to regain power. During a revolution of the oligarchic party Critias and many others of the so-called Thirty Tyrants lost their lives (404 B. C.),¹³ but the democrats could not regain undisputed power and control.

With the merging of the political ideals of the peoples of Athens and Sparta came a natural corollary, the merging of educational philosophies. Although the two theories were not greatly at odds with each other, as I have already shown, the Athenians reorganized their schools more determinedly with the thought of educating the whole pupil for the glory of Athens. Primary education was divided into three sections, one presided over by grammatistes, another conducted by the kitharistes, and the third directed by the padiotribes. It was the duty of these instructors to prepare students for a more profound education.

The padiotribes received pupils about six years of age and began a system of instruction in simple gymnastics, such as playing games, jumping, and throwing the small javelin and discus. The education was really an artifice to make ready the muscles of the young so that they would respond to activities in which they would later engage for the honor of Athens. Apparently, the grammatistes and the kitharistes joined the padiotribes in the educational program when the pupils reached the age of ten. This was according to Plato's report of conditions and his recommendation for later systems of education.¹⁴ The grammatistes instructed in reading, writing, and a little arithmetic, requiring, among other assignments, the pupils to learn by heart large sections of Homer, Hesiod, and other ancient writers for the improvement of their little minds. The kitharistes furthered the pupils' interests and abilities with instruction on playing the seven-string lyre and with singing lessons. Singing of lyric poems afforded the chief occupation, for the kitharistes could also instruct in moral conduct as pupils learned the lyrics. When a pupil became fourteen, he was supposed to know how to read and write, how to string and play the lyre, and be

¹³ Durant, *op. cit.*, p. 11. *Encyclopedia Britannica*, Fourteenth Edition, vol. 6. Grote, *op. cit.*, vol. VI, Chap. LXV, pp. 451-487.

¹⁴ Plato, *Protagoras*, 312B.

able to recognize passages of Homer and the revered of the ancient Greek writers.¹⁵

Into an Athens functioning with such state education came the Sophists, those itinerant thinkers who gave their whole time to the development of thought among their people. Numbered among those who began teaching before Plato are Socrates, Protagoras, Prodikas, Hippias, Antiphon—all of whom opposed the rhetoric of Gorgias and Isocrates and their followers. The democrats regarded these hunters after young men as trainers of oligarchs and tyrants; they had Socrates as their example, Socrates, the teacher of Critias and Alcibiades, two of the many who were exiled for political machinations against democracy.

One of the most influential of this group is Isocrates (436-338 B. C.), a Sophist who taught that success in business, society, and politics was the most important function of an education. He sought sons of comparatively wealthy leisure classes as his students and organized his instruction so that his teaching would predispose students to deal with the ordinary events of life, to practice correct behavior in society, to master the effects of pain and pleasure on themselves, and to achieve without vainglory or boasting.¹⁶ Such fundamental principles are not entirely different from those of Plato, and it will be easily observed that Plato's regimen for his pupils was somewhat less rigid and that his goals of education were not so beneficial to an individual separated from the state. Plato's philosophy of education, approach it wherever you will, uses the individual's relation to the state and his contribution to the welfare of the state as the ultimate criteria for evaluation.

II. THE MAN PLATO

Into such an historical and educational background, Plato was born of an aristocratic family at Athens sometime between 429 and 427 B. C. His father was Ariston, a landed gentleman of the city, who traced his lineage, however erroneous the account may be, to the god Poseidon who caused Ulysses more trouble on his return from Troy than that hero desired. Plato's mother was Perictione whose ancestry was not measurably inferior to her husband Ariston's since she was the cousin of Critias and was descended from Dropides, a kinsman of the famous Solon. Manifestly, Plato came from a noble line of forebears who contributed some stability of character and high mental quality which were later valuable to him in the study and practice of his philosophy, obviously his greatest concern in life. We know that Plato's brothers

¹⁵ Plato, *Lysis*, 214B.

¹⁶ Freeman, *op. cit.*, pp. 180-192. From Isocrates, *Panathenaicus*, 239.

were Glaucon and Ademantus, those associates of Thrasyarchus and Socrates in the *Republic*, who contribute pertinent questions about educational policies to Socrates in order that he may advance further into a discussion. As Professor Shorey has suggested, interpreters of Plato's life have used this little factual knowledge about parents and their three sons to write romantic biographies about a man whose life is so little known.¹⁷ To assure no indiscretions on my part in this connection, I shall cease by saying that so far as has been pointed out we do not know Plato's relationship with his parents or with his brothers.

Neither do we know the conditions of Plato's early training nor have we specific information about his education. It is natural to assume that he was trained as most sons of aristocratic families were trained, that is, in an educational system similar to the program in use at Athens when he was a boy, for he evaluates the Athenian curriculum several times in the *Dialogues*, especially in *Protagoras* and in the *Laws*.¹⁸ It is possible that Plato entered as an ephebus, in 410 or 409 B. C., to prepare himself for military service for Athens. But this is conjecture and should be so treated. Other guesses about Plato suggest that he fought in the great battle of Megara, that he was an outstanding athlete, winning two prizes at the Isthmian games, that his name means "broad shoulders," a sobriquet given to him because of his athletic prowess by his worshipping admirers, that he studied in the school founded by Pythagoras, and finally that his early visits were to Judea and to India where he heard the meditations of the awe-inspiring Hebrew prophets and the soulful lucubrations of the Hindus as they worshiped their gods and their idols.¹⁹

Whatever Plato's education, travels, war record, and family are, there is little evidence throughout his works of his reading and study, and this, after all, is most important to a student who is interested in Plato's contributions to systems of modern education. At the same time, we must not be too certain of a person's reading, for information in books may come to be part of a person's life by conversation. Professor Shorey believes that Plato read Thucydides, one of the world's greatest (in the words of President Nicholas Murray Butler of Columbia "the greatest") of historians. In Plato's *Dialogues*, there are definite references to Homer, Hesiod, Theognis, Simonides, Pindar, the four great dramatists of Greece, Eschylus, Sophocles, Euripides, and Aristophanes; to Sappho, Anacreon, and Solon. These represent general reading of which, in all probability, many intelligent Greeks of Plato's era boasted a fairly sound knowledge, just as many people in our era command a substan-

¹⁷ Shorey, Paul, *What Plato Said*. Chicago: University of Chicago Press, 1933. p. 10. The material for this biographical section of my paper is from Shorey.

¹⁸ Plato, *Protagoras*, 325C-326E. Plato, *Laws*, 811A.

¹⁹ Durant, *op. cit.*, p. 19.

tial block of information which they never record. It is entirely possible that Plato was no more scholarly in his knowledge of people whom he quotes than many of his associates were familiar with them. In addition to the above-mentioned poets, historians, orators, and philosophers, Plato also knew something about the Perocratics, Anaxagoras, Empedocles, and Parmenides, for he just as glibly refers to their mystic and theological material in his *Dialogues* as he refers to Homer and Hesiod.²⁰

The most important incident in the first twenty years of Plato's life occurred when Plato was twenty years old if we may trust tradition, for it was then that he met Socrates, the sage of Athens, who was enjoying life by searching for young men and trying to persuade them by questioning to know themselves. It has been said that Plato met Socrates through the encouragement of Critias and Charmides. Regardless of how or when the student Plato became enamored of the questioner Socrates, the important factor is that the remainder of Plato's life was spent in following many of the dicta of Socrates. How much of Plato's time during the remaining eight years of Socrates' life was spent at the feet of the teacher, we shall doubtless never know. It is possible that Plato was no Boswell to a Johnsonian Socrates, but that Plato possessed some of the abilities of Shakespeare, Defoe, and others to describe and report without seeing. Suffice it to say that Plato used Socrates as the character in several of his *Dialogues* who asks and then answers questions so profoundly that the Socratic responses may be Platonic. Before Socrates died, he is reported to have advised Plato to travel. For about twelve years, travel was Plato's occupation, and for the remainder of his life, Plato wrote against democracy, the political institution which caused the death of Socrates.

Traditionally, Plato stopped first on his travels at Megara where he met Euclides and heard much hair-splitting philosophical discussion.²¹ It is possible that in these associations at Megara he found material for his *Sophist*, *Politicus*, *Theaetetus*, and *Parmenides*. From Megara, his itinerary seems to have been to the court of the elder Dionysius in Sicily with whom he disputed until the count instructed Pallis, the Spartan ambassador, to sell him into slavery on the island Aegina, from which he was rescued by one Anniceris of Cyrene. The duration of his period of slavery on Aegina, what he engaged in while he was there, the reason for Anniceris returning him are some of history's unanswered queries. Neither has the length of time he remained at Sicily after his imprisonment been disclosed in his works nor revealed by research.

In 386 B. C. Plato bought an estate near Academus and there es-

²⁰ Shorey, *op. cit.*, pp. 14-15.

²¹ *Ibid.*, p. 20.

tablished his school, the Academy, with which he intimately identified himself until his death. Emerson believes that Plato modeled his institution on Spartan education, "the hope of education."²² But that program, too, must forever remain among man's lost treasures, for we have no catalogues, no courses of study, and no records of pupil recitation, to mention only a few of the items which would enable us to dress the Academy in academic apparel. It is possible that Plato used the germ of the *Republic* and the *Laws* as basic principles in his school, the fostering of the "growth of the human soul towards the good."²³ Comedians contemporary with Plato refer to his pupils as being neat and to the teacher as having great affection for his pupils.²⁴ And tradition says that Plato lectured without notes.

Thus, Plato spent the last forty years of his life instructing the youth of Athens and surrounding country. He visited Dionysius the Younger at Syracuse on two occasions in 367 and 361-60 B. C., to aid, as it has been reasonably conjectured, in establishing a school similar to the Academy. Before he died, he installed his nephew, Spensippus, as the director of the Academy and settled a suitable endowment on it to forestall later financial embarrassment. Little is known of the last twenty years of Plato's life, but, in all probability, he wrote the *Laws* in this period, for this book summarizes the profundity of all Plato's thought and he could not have written so conclusively at an earlier period. His death occurred in 348-47 B. C., while he was attending a party given by one of his pupils. He lived for his pupils and others and he died at a pupil's entertainment. What greater compliment could be given to any teacher?

III. PLATO'S BASIC PHILOSOPHY OF EDUCATION

Even a cursory reading of Plato's *Republic* and the *Laws* will disclose the fact that Plato spent much of his time meditating upon principles of education and practices of administration of the principles. Further reading in *Protagoras*, *Gorgias*, *Crito*, and *Phaedo*, to mention only those in which education is more fully discussed than in other dialogues, will indicate that Plato, though apart from any general dispute about education, suggests materials which have been subsequently enlarged upon by educational philosophers and reformers and which will receive additional interpretation and application. For it seems that Plato has mentioned most of the connotations of the word "education";

²² Emerson, *op. cit.*, p. 186. Bosanquet, Bernard, *The Education of the Young in the Republic of Plato*. Cambridge: The University Press, 1900. p. 12.

²³ Nettleship, R. L. *The Theory of Education in Plato's Republic*, With an Introduction by Spencer Leeson. Oxford: The Clarendon Press, 1935. p. vii.

²⁴ Freeman, *op. cit.*, pp. 200-201.

he appears to have omitted none of the basic principles, or as modern phraseology states the idea, the "minimum goals" of education.

Plato's guiding maxim for development of his program seems to be incorporated in his definition of education as that which "makes a man eagerly pursue the ideal perfection of citizenship, and teaches him how rightly to rule and how to obey. . . it is liable to take a wrong direction," but it is also "capable of reformation."²⁵ As a corollary to this statement, Plato says that the same qualities are written in individual and in social life and that to separate them is impossible.²⁶

In a report of the Educational Policies Commission of the National Education Association, the authors appear to have begun their study to prove the infallibility of these two basic thoughts which are as potent for American democracy as they were for the Greek government.²⁷ Parts of Plato's concept of education should be acceptable in totalitarian states for, whether the dictators now in power realize the fact or not, others must know how to rule after the present crop of demagogues has passed on. Every educational institution in the United States should vibrate with attempts to satisfy the principle that man and his world are inseparable and that errors in judgment of what individuals should receive as their educational diet can be and should be reformed.

In close proximity to this philosophy is the dictum that all education should contribute to the happiness of the whole society rather than to the happiness of the individual.²⁸ Educational philosophers have stressed the happiness of the individual, but it seems, they have unwittingly approved of the happiness of the whole society as their ultimate goal since one of the precepts of modern education insists that students shall be guided in the general choice of purposes and activities which contribute most to the welfare of the individual and to the community. Our American concept of liberty preaches the give-and-take philosophy, the philosophy that my rights and privileges stop where your rights and privileges begin as the philosophy that will produce the most satisfactory social order. Plato had seen the effects of a loose democracy, so he insisted upon a training from the first years in a "strict-er system, for if amusements become lawless, and the youths themselves become lawless, they can never grow up into well-conducted and virtuous citizens."²⁹ Here Plato seems to have seen through a powerful telescope into our era, an era which has insisted upon practically no regimentation of its youth, and he speaks to contemporary educators in these words: "The direction in which education starts a man will de-

²⁵ Plato, *Laws*, I, 643A.

²⁶ Plato, *Republic*, VII, 518C.

²⁷ Educational Policies Commission, *The Purposes of Education in American Democracy*. Washington D. C.: National Education Association, 1938.

²⁸ Plato, *Republic*, IV, 419-421.

²⁹ *Ibid.*, IV, 425A.

termine his future life."³⁰ Plato certainly does not recommend license to the extent which some students enjoy today, and he lays the responsibility upon administrators of education in a democratic society when he says that in such society, "the master fears and flatters his scholars, and the scholars despise their masters and tutors."³¹ A democracy's virtues soon become the vices which overthrow it when too much license is granted.

A natural concomitant principle which stresses the importance of an education of strict guidance and administration is that education and admonition commence in the first years of a child's life and continue until the end of life. Plato indicates that mothers, nurses, fathers, and tutors begin to quarrel about the improvement of the child as soon as he is able to understand them and that the child should not say or do anything without their approval that this is just and that is unjust.³² This is another of Plato's dicta on education which moderns have ignored in their efforts to cause children to choose the proper act when they have no basis upon which to choose. There are too many youth associations in which it "pays" for youth to act wrongly—and there are many opportunities in which adults exercise the same prerogative—for youth to be encouraged by a complacency in educational programs which do not enforce ideas and practices for the good of the whole.

A final precept of Plato's which has been overlooked until recent years, but to which educational directors are now giving considerable attention, is that democracy means equal education for all, education suitable to the capacities and abilities of young people who are born with different functional powers, powers which must be discovered by study of individuals.³³ For years, "equal education for all" had been interpreted as meaning the same kinds of studies for all children, and only recently have educators realized that many phases of standardized education were unsuitable to a majority of students. Without question, Plato's statement in the *Republic* contains the germ of the modern practice of attempting to discover the powers and abilities of a student and of locating him in courses of study which enable him to receive an "equal" education with students whose capacities and interests are more suitable to other studies.

IV. PLATO'S PHILOSOPHY IN THE TRAINING SCHOOL

As a visitor approaches the training school, he is impressed with the informality and pleasantness of the grounds which surround a dignified hall of learning. He sees shrubs, trees, and flowers which tell him

³⁰ *Ibid.*, 425C.

³¹ *Ibid.*, VII., 563A.

³² Plato, *Protagoras*, 325C-326E.

³³ Plato, *Gorgias*, 514-515. Plato, *Republic*, II, 369B, 372C, 374D.

that someone has thought that the beauty of nature should inclose even an urban institution to instill something of appreciation for nature's grandest and noblest contributions into the minds and hearts of the students. The two walks which lead to the main and the end entrances of the building are also designed with a symmetry to appeal to the eye of students who may wonder about the beauties of the curve as compared with those of the straight line.

Approaching closer to the building one observes the eight majestic Ionic columns, each one a lesson in stateliness and stability, topped by a balcony which a marble balustrade encircles. In the conception of this facade, the architect left only a very little to be desired even by the most critical. Going up the front steps, the visitor notices the iron balustrade on each side, a feature which could have been left out of the plans, but which, in all likelihood, was included because it adds to the charm of the whole building and balances the balustrade around the balcony. The whole outside appearance is one of simplicity, dignity, and beauty.

Inside the building the walls and ceilings are tinted with a soft delicate color which continues the agreeable impression which the exterior has created in the visitor's mind. The auditorium is spacious and decorated with the same care for simplicity and stability which the entire building diffuses. Throughout the three floors and basement, one never sees anything to confuse or to disrupt the general pleasant atmosphere. In class-rooms and offices pictures of the utmost delicacy of color and beauty of subject matter complete a building which has been constructed according to Plato's plans for an educational institution: "Let our artists rather be those who are gifted to discern the true nature of the beautiful and graceful" in buildings, grounds, and pictures so that our young people will learn to love beauty and to recognize and dislike all ugliness and lack of harmony.³⁴ In his suggestions, Plato also insists that children will never love the beautiful in art until they have lived with the best art every day.

Peabody's assertion of the qualities which a good school should have, as stated on the first page of "Growth through Guidance," corresponds to Plato's concept of an institution that most adequately contributes to the welfare of the state. The first of the four important factors for a good school is "a faculty of distinction," men and women who are scholarly, refined teachers. Plato says that careful consideration of the men and women who are directors of learning is essential to the successful operation of any institution of learning, for it is these scholarly people alone who will give order, meaning, and life in all phases of the education of youth. In addition to the careful selection of teachers,

³⁴ *Ibid.*, III, 400-402. Plato, *Laws*, VII, 804E.

Plato suggests stricter requirements for his "minister of education," our principal, since he is directly responsible for guidance of youth. Any one who has met Dr. J. E. Windrow will affirm that Peabody has again adhered to the advice of Plato.³⁵

The general purposes of the Demonstration School, to which all administrators and teachers conform, are: that the school serve a limited number of boys and girls who are to be directed into useful living to themselves and to the democracy in which they live; that the teachers endeavor to develop the whole child, rather than rigidly train any part of him, so that he may have a "balanced sampling of all the important aspects of living"; that his special interests and individual needs be given every consideration so that he may grow fully in those life activities which he believes will enable him to succeed. A statement which grows out of all the purposes of the Peabody school is that there shall be honor, dignity, courtesy, respect, obedience, and cleanliness among the students, for it is in this way only that they may discover their real purposes and interests in a complex society.

In all of these statements of general policies, purposes, and plans for the individual student to find that category in life in which he can most happily and effectively function, the Peabody school follows some general Platonic precepts of education, such as: Boys and girls being educated together for their best interests, for this is according to nature. "Are dogs divided into he's and she's or do they both share equally in hunting?" asks Plato as he enforces the principle of co-education for youth.³⁶ In this connection Plato also says that boys and girls will grow in their best habits when they are educated together.³⁷ And a negative statement from the philosopher points out that if men and women are not trained together, the state "instead of being a whole, is reduced to a half."³⁸

Concerning the individual in whom the Peabody school expresses a definite interest, Plato says that the individual's intellect should be developed, for the same qualities are written in the individual and in social life and that one cannot separate them. Thus, it appears from intense observation of activities at Peabody school that such interest is actually in force since the staff seems to study the natures of pupils. Although some modern educators accept credit for sponsoring this type of education, Plato said that all people are not born with the same functional powers, that all powers may be useful to study, that teachers should attempt to discover special aptitudes of students, and that administrators should arrange special instruction and tasks for the pupil

³⁵ *Ibid.*, VI, 765-767.

³⁶ Plato, *Republic*, V, 451 ff.

³⁷ Plato, *Laws*, VII, 795E. cf. Plato, *Republic*, V, 453.

³⁸ Plato, *Laws*, VII, 805B-805C. cf. *Ibid.*, VI, 781B.

interests.³⁹ If all teachers would accept Plato's general concept of learning as it is accepted at the Peabody school, many heartaches would be forestalled and much maladjustment of individuals in later life would be prevented. When Plato said,

the power and capacity of learning exists in the soul already; and that just as the eye was unable to turn from darkness to light without the whole body, so too the instrument of knowledge can only by the movement of the whole soul be turned from the world of becoming into that of being. . . .

he expressed the basis for Peabody Demonstration School education and policy.⁴⁰

Other general policies of education which are in the school, and which Plato suggests should be in every good school, are reverence for self, for associates, for teachers, and for God; and obedience, courtesy, and cleanliness of body and dress. These are those qualities which distinguish people and place them in various levels of society. That man should impute all goodness to God who causes only good to the individual is a tenet which I heard many times in classes in English, History, and Art at the Peabody school. Closely paralleling this precept is the Peabody concept of the other qualities. On several occasions, it was evident to me that no one attempted to legislate courtesy, reverence, cleanliness, or obedience, but that all teachers and students considered these attributes as parts of their lives, so much so that the qualities are lived rather than talked about.⁴¹

Discipline in education has been a perennial topic for discussion by all who have been interested in education. There are those who maintain that a set of rigid rules, made and enforced by the administration and teaching staff, are preferable to rules which are a part of the spirit of a student group but never written or strictly adhered to by those participating in the educational life. If self-discipline were as satisfactory in all institutions as I found it in Peabody school, then discussion to determine the better kind of discipline would cease. Plato believed that some kind of self-discipline should be the guiding principle of youth, for their control of conduct will give them work and pain which will benefit them later.⁴² There were many evidences in my experience at Peabody school, but I shall mention only a few.

On July 18, Mr. Abernathy addressing his class in American Literature before the students began to read their poems, said, "When one of us is talking, what should the rest of us do?"

"Keep quiet," replied the class in unison.

³⁹ Plato, *Republic*, IV, 423, II, 369B, 372C, 374D, III, 415.

⁴⁰ *Ibid.*, VII, 518.

⁴¹ *Ibid.*, IV, 425B. Plato, *Laws*, V, 729C.

⁴² Plato, *Republic*, III, 413E-414A.

Just as Mr. Abernathy again began speaking, one student commented *sotto voce*, "Yeah, but they won't do it."

"I was talking then," very calmly came from the teacher.

"I'm sorry for my remark," politely apologized the boy.

How much better was this encouragement of Mr. Abernathy's for the youngster to discipline himself than for the teacher to discipline the student.

On that same day in the swimming pool, Mr. Schwartz exercised the same tact in correcting a small boy who was overstepping the rights of others by rushing through his activity and then displacing boys in the line who had not taken their turn. By only looking rather kindly at the boy, Mr. Schwartz convinced him that the others were being deprived of privileges. Although the boy again finished his activity quickly, he waited his turn in the line.

Passing from the more general policies and practices in education to more specific matters, one observes that the Peabody school follows Plato's suggestions in educating boys and girls of several age levels by giving them the activities in which they are interested and by dealing with them in a scientific manner. "Then, my good friend, I said, do not use compulsion, but let early education be a sort of amusement, you will then be better able to find out the natural bent."⁴³ Most of the school work is carried on in such a manner that the children seemed pleased to engage in study. Especially is this true in the nursery and first three years of the elementary school.

In the nursery, Mrs. Sibley, Sister Caroline, and Miss Geraldine Harper were directing the play and activity of about fifteen children by putting things, such as saws, hammers, blocks, lumber, paint, paper, molding clay, and soap and water for bubble-blowing, on tables and shelves where the children could see them. I was pleased to observe that the teachers exerted no effort to force children to do anything, and I enjoyed watching two children begin to work with wood, saw, hammer, and nails so eagerly that other children soon joined them. This was also true of bubble-blowing, playing with blocks, and using other material for play. I was delighted to see one or two children use the ladder and slide and then be joined by others. One lad brought a book to Sister Caroline and requested her to read a story to him. Scarcely had the sister begun reading before five little fellows had joined the group for the story. One little girl took Miss Harper by the hand and led her to the piano. Shortly after these two had commenced to sing, others joined around the piano. These children were happy, they were active, they were selecting their activities, they were sociable, and they

⁴³ *Ibid.*, VII, 536 ff. Cf. Plato, *Laws*, VII, 792A, 794; I, 643B.

were willing for others to share their pleasures. Truly a democracy.⁴⁴

This choosing of activities is not confined to the nursery. I heard Mr. Abernathy say to his class in English Literature, "I don't want any one to report on something which he does not like." He was asking for volunteers to report on outside reading of poetry. Again he said, "Take any character in the first book of Spenser's *Faerie Queene* as a subject for your paragraph tomorrow; any selection of yours will please me." On another visit to the same teacher's class, I was pleased to hear, "I shall leave the assignment with you; how much will you read and be happy about reading for tomorrow?"

"Fourteen stanzas," replied the majority of the class.

"Then, fourteen stanzas is the assignment," he said.

In Mr. Bridges' class in Algebra and in Miss Bunn's class in Art, freedom of choice in the selection of material and matter to be recited was the rule. Miss Bunn's pupils have many interests to engage them, such as plastic work, painting of natural scenes, designing, block printing, and drawing mechanical objects. During my visits to the art class, I heard questions and answers such as the following:

"Miss Bunn, what shall I put on my design with this leaf?"

"What do you think would help the picture?" questioned Miss Bunn.

"A pine cone," suggested the pupil to the delight of the teacher who knew that such a grouping would make a good plate.

Arithmetic and Algebra are taught in an interesting manner by Mr. Bridges, Miss Harris, Miss Pitts, and Dr. Hodgson, a manner which would please Plato, who said that mathematics should be played in games.⁴⁵ Mr. Bridges explained "Exponents and Radicals," a most tiresome topic to most people, in such a fashion that ten children and one visitor were not certain whether they were in a schoolroom or at a game conducted by Professor Quiz. In the elementary grades, children were eager to learn the mysteries of practical arithmetic, and they seemed to learn without realizing it. I don't know how much these youngsters will retain, but I believe that their mathematics, learned under such agreeable discussion, will be a part of them.

Before leaving the mathematics and art departments, I must mention that Mr. Bridges' room has pictures and diagrams which show the many industrial uses for mathematics of all kinds through Calculus. The art room has a large painting of the main streets of Nashville and vicinity which emphasizes the important buildings of the city, such as Scarritt College tower, Vanderbilt tower, Peabody College, Ward-Belmont, the Parthenon, etc. This painting is a group project of last year's

⁴⁴ One hour visits on each of these days, June 28, July 12, 19.

⁴⁵ Plato. *Laws*, VII, 819B, 747, and *Republic*, VII, 526B.

class, a better selection to create artistic atmosphere in the room could not have been made.

I was also interested in the Speech and Dramatic department, for Plato expressed some definite convictions about mimetics which are approved at Peabody school. Plato says that all imitation should be of such nature that will lead children "upwards" to "courageous, temperate, holy, free" lives rather than to instill in them "illiberality, or baseness, lest from imitation they should come to be what they imitate."⁴⁶ "Growth through Guidance" states that all children are essentially dramatic and that they like to play parts. Having seen Miss Vaughan and teachers of the elementary department work with pupils, I can state that the character of their work points youth to the highest and noblest ideals of man. These teachers really teach good conduct in their selections for dramatic and speech work.

It seems that Plato always thought of music in connection with other arts. A passage in the *Republic* indicates that music, poetry, fiction, painting, and plastic art are all a part of the musical or rhythmical development of a child.⁴⁷ Pianos grace the nursery and every elementary room in order that children may sing and play for the elevation and charm of their souls. In the nursery I heard "Jingle Bells," "Little Bobbie Shafstoe," "Old Mother Hubbard," "Lazy Mary," and other songs which delight children of nursery age. In the first three years of elementary school, these songs were repeated and such songs as "Tambourine," "Sailing," "The Cossack Song," "My Heart Ever Faithful," were added to the list. These songs have gentle rhythms, pleasing thoughts and ideals which should lead children to happy moments. As the children become older they learn such patriotic songs as "The Star-Spangled Banner," "America," "God Bless America," and songs which express pleasures of various age levels, such as "Old Folks at Home," "Our Thanks for Music," "Autumn Colors." In the high-school department, the children hear and sing classic and semi-classic airs.

Plato believed that music affects all the humors and actions of mankind, that it gives order and law to our conduct, that it inspires us to respond to our best natures. He suggests that music for children should contain no modes of wailing, lamentation, or mourning, for these are depressing and should not be in the lives of the young.⁴⁸ Adults realize that music has great influence on conduct and consequently choose selections apropos of the occasion.

Closely allied to music in Plato's thoughts on education is gymnastics which should be studied to develop man's spiritual nature rather than

⁴⁶ *Ibid.*, III, 395C

⁴⁷ *Ibid.*, II, 376E. See also, 383C.

⁴⁸ *Ibid.*, III, 398E.

to increase bodily strength or muscular power.⁴⁹ If one observes the physical education program at Peabody school one will know that it is conducted according to the precepts of Plato. Mr. Schwartz, Mr. Pino, and others of the staff endeavor to attract students into games and play in the gymnasium, in the swimming pool, and on the field for the joy of playing and to develop physical skills which will aid them throughout life. In some games the individual participates as an individual, but in others he is one of a team, one who attempts to play for the good of the group. Records in Mr. Schwartz's office indicate that students are carefully observed for their physical defects and improvements.

All students are required to take physical education, but the school permits choice of activity so that each child will be happy in his development. No one is required to join the intra-mural group, but Mr. Schwartz told me that he always had at least four intra-mural teams composed of ten members each which functioned throughout the school year. Miss Huggins has a similar program for the girls. These teams engage in team and individual competition in all sports including swimming, which Plato insists is necessary for all educational programs.⁵⁰ All of the work is a complement to music and literature, a complement which develops a well-rounded man and not the athlete. In this connection, Plato says:

I am quite aware that the mere athlete becomes too much of a savage, and that the mere musician is melted and softened beyond what is good for him.⁵¹

Recognizing that man's spirit is deeply affected by the stories which he hears and reads, Plato, throughout his *Dialogues*, expresses some rather definite standards by which man should be governed in choosing stories for use in schools. He seems to be speaking especially to this age, an age dominated by a sadistic frankness and naturalism in stories, plays, and music because of the assumption that man should not be coddled into believing that life is a happy experience. On my visits to the Peabody school I learned that teachers have followed, more directly than they knew perhaps, Plato's admonitions about the selection of stories. There are about eight general principles in the Platonic theory of stories for youth which I have discovered in the *Dialogues* which are evident in the Peabody Demonstration School.

Stories, Plato counsels, should be expurgated of all teaching and incidents which show men and women living immorally. One will not deny that many scenes in parts of our great literature are not scenes to exhibit to youth. If this seems rather prim, Victorian, and ridiculous to the naturalistic school which argues for a complete picturization of

⁴⁹ *Ibid.*, III, 410B.

⁵⁰ Plato, *Laws*, 689D.

⁵¹ Plato, *Republic*, III, 410E.

life, I make no apologies. I have found pleasure in expurgated editions that is denied me when I read the complete works. In the high school at Peabody, I heard stories which were read and told without the disagreeable features of the unexpurgated editions. The catch-phrase "complete and unexpurgated" which has caught modern eyes should have no appeal to teachers of youth.⁵²

Another of Plato's bases for selecting stories is that they should deal with the interests of the child, a principle which modern education has seriously practiced. Stories in which adventure is the important feature attract the youngest; stories for the sake of plot demand the attention of the next older group, and so on to stories of character development or deterioration, then to stories of philosophical depth and psychological profundity which critics consider our most advanced reading. One teacher asked, "What kinds of stories do you like to read?"

"Any kind that deals with people of my age," replied about ten students. This response, I feel certain, would have been made by any group.⁵³

Not only should stories be selected for their appeal to the interests of children, they should also be chosen for the moral good of the child. There should be no accounts of the "harrowings of hell," or of eternal punishment for misdeeds, but the stories should relate proper incidents in life with accompanying immediate rewards of health, happiness, and genuine wholesomeness. They should teach that death is no horrid experience and that there are times when death is preferable to life. This genre of tales especially is suitable in a democracy for they teach that death is more pleasing than a life of slavery.⁵⁴

Plato speaks disparagingly of those modern stories which depict illustrious men and women engaging in acts which are not consistent with great people's conduct. The philosopher says that illustrious men should be shown acting illustriously and displaying great endurance for the cause of right. An age of debunking traditions about famous men of our country does not adhere to these precepts which raise democracy in the estimation of youth. Is it not better training for children to believe that Washington actually told the truth in the cherry-tree episode than for them to believe that he was a winebibber and one who failed to live a moral life as some recent biographers would insist that we believe? I am glad to report that stories of our illustrious forebears and the fathers of our country are told at Peabody school to enforce the high moral quality of these men.⁵⁵

⁵²Plato, *Laws*, VII, 802-811A.

⁵³Plato, *Republic*, II, 377A. Conversation from Sixth Grade, July 5, 1940.

⁵⁴Plato, *Republic*, II, 377A, III, 387A.

⁵⁵Observations of all grades. Plato, *Republic*, II, 387A, 387D, 388A, 389A, 390D. *Ibid.*, II, 377A.

Stories should portray pleasant relations between husbands and wives, parents and children, and citizens and the state. Again Plato lashes at the modern trend to display family quarrels, the inefficiency of rulers, the love of lasciviousness, drink, and overindulgence in food with no penalty attached for these indiscretions. Why must our literature be filled with such vile relationships when there are so many beautiful experiences in life to be related? is a question which is answered by our realist who says that stories must represent life. This is not a discussion on the subject of the vileness of much modern literature, but I could easily condemn much that is read today by applying Plato's precepts. I report that stories used at the Peabody school follow these recommendations of Plato.⁵⁶

Since man is such an integral part of nature, Plato says that man should hear and read stories about nature throughout his life, for they give man spirit and wisdom. As I sat in the rooms of Peabody school, I heard nature stories about birds, animals, fish, and plants masterfully read and commented upon. One class was studying that part of Spenser's *Faerie Queene* which contains the famous "parade of the trees." The teacher digressed from the plot of the poem long enough to comment upon the usefulness of the various trees to mankind and to ask questions about them. Another episode in the poem mentions the interesting belief that a snake swallows her young when danger approaches. The students were vitally interested in this phenomenon of nature. In Biology classes the teacher told many attractive stories of natural life which held the attention of her students.⁵⁷

Finally, Plato declares that stories should attribute all goodness to God who loves and provides for His creations. Man should omit all imputations of evil and vengeance to God and should reveal Him to men as the source of all justice, righteousness, and glory. How far we have deviated from this center of thought is disclosed to even casual readers, but an earnest searcher for material which portrays God as wrathful would find no examples in Peabody school. Children who spend their school days in this institution have every reason to believe in the eternal goodness of God and the efficacy of His teachings.⁵⁸

Plato's comments also refer to the language and style of stories for all people. He insists upon simplicity, correct speech, and unostentatious rhythm, because these qualities contribute most to the understanding, enjoyment, and edification of readers and hearers. Plato says rightly that the language to which we are accustomed in youth is the language which will strongly influence our speech when we are older.

⁵⁶ *Ibid.*, III, 389E, 390A, 395D.

⁵⁷ *Ibid.*, II, 376A. Class in *Faerie Queene*, July 26, 1940. Mr. Abernathy. Class in Biology, July 19, 1940. Miss Bottum.

⁵⁸ Plato, *Republic*, II, 379C.

A recent tendency in stories for children has included too much dialect, too many colloquialisms, and much incorrect English usage. I heard no such stories at Peabody school in either the Speech Department or in classroom work; all stories were written in standard language and developed in a pleasing style.⁵⁹

It is evident that Plato's philosophy of education has contributed greatly to the philosophy and practice of the Peabody Demonstration School, and it is more evident that such philosophy encourages children to be happy and contented in their school work, a most desirable outcome.

⁵⁹ *Ibid.*, III, 397B.

HEGEL: HIS PHILOSOPHY AND ITS EDUCATIONAL IMPLICATIONS

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I

LIFE AND WORKS

Georg Wilhelm Friedrich Hegel was born in Stuttgart, the capital of Wurtemberg, on August 22, 1770. His father was in governmental service. His mother, of whom very little is known, died when he was fourteen years of age.

Hegel's boyhood was quiet and simple. In his fifth year, he was sent to a so-called Latin school, and in his seventh year to the gymnasium of his city. At the end of his gymnasial course, in the fall of 1788, Hegel delivered a valedictory before the teachers and pupils. Although the address had a boyish tinge, it is surprising how much of the later Hegel is foreshadowed. In the address he pictures the benefits to the state of a good system of education, and then goes on to say:

Such a mighty influence has education upon the entire well-being of the state. How strikingly is its neglect seen in the Turkish nation. If we regard the natural capability of the Turk, and then see how barbarious he is because unschooled, and how little he advances knowledge, we can then rightly value our own high fortune. Providence has given us life in a state whose Prince, aware of the importance of education and of the uses of general and widespread knowledge, has made these the special objects of his care, founding institutions which will be lasting monuments to his glory, and which even later generations will wonder at and bless. Of his noble sentiments and zeal for the Fatherland, the greatest proof—and one touching us most nearly—is the foundation of this institute, which has for its purpose the education of good and useful citizens for the state.

Hegel's parents intended him for the church, so he entered the seminary at Tubingen to gain a theological training. It was here that he became the friend of Schelling who was also a student at the seminary. Hegel left Tubingen in 1793 and went to Bern, Switzerland as a private tutor. He stayed in Bern for three years and then went to Frankfurt where he remained another three years. These six years are spoken of as the birth-years of his philosophical system.

In 1801 Hegel went to Jena, a city which drew a great many young men who hoped to make philosophy a life work. During his years in Jena, he was busy with what was to be his first great publication, *The Phenomenology of Spirit*. This work was finished in 1806 and has been

called the Alpha and Omega of Hegel, his later writings being only extracts from it. An interesting incident which occurred while Hegel was in Jena was Napoleon's famous victory outside the walls of that city. Hegel saw the emperor enter the city and was greatly impressed, referring to him in a letter to a friend as "that world-soul."

About this same time, Hegel left Jena and went to Heidelberg. Failing to gain a foothold there, he became editor of a Bamberg newspaper. Before he had completed two years of this work, he accepted the rectorate of the classical school—the Aegidien Gymnasium—in Nurnberg. Besides his administrative duties, he lectured on philosophy. He took advantage of the quiet years from 1812 to 1816 to do some serious writing. His great *Logic* was the outcome—"the one work," says Caird, "which the modern world has to put beside the *Metaphysic* of Aristotle."

After eight years in Nurnberg, Hegel's influence had spread, so that all at once, in July 1816, he received calls to the chairs of philosophy at Erlangen, Heidelberg, and Berlin. He accepted the Heidelberg post and went there in October. During his two years there, he completed, at least in outline, the entire circle of his system. Especially notable were the publications of the *Encyclopedia of the Philosophical Sciences* and the *Philosophy of Rights*.

In 1818, at the age of forty-seven, Hegel accepted the chair of philosophy at the University of Berlin. Here he met with marked success and exercised a very wide influence. When he came to Berlin his philosophical theory was already formulated, and his thirteen years at Berlin were spent in illustrating and verifying it in history.

II

FUNDAMENTAL PRINCIPLES OF HEGELIAN PHILOSOPHY

(1)

The idealistic philosophy of Hegel was the last word of the Romantic period. It became a rallying point in the conservative reaction of the nineteenth century to the French Revolution. Its background lies in naturalism being based on the idea that men are good and capable of being improved.

In formulating his philosophy, Hegel saw his problem clearly and rationally: the universe must be conceived as an organic unity including all phenomena. His doctrine, then, rests upon two fundamental principles: (1) *The world must be conceived in terms of reason.* "The rational is the actual, the actual is the rational." (2) *A rational world is essentially one of contradictions.* In other words, contradiction and not consistency is the fundamental principle of evolution.

In examining these two principles in detail, it must be remembered that Hegel's philosophy was one of logical faith. Reality is through and through rational and reasonable. "God's in his Heaven; all's right with the world." This does not imply a static society, however. There is a continuous reconstruction of experience, so that what is reasonable today would not necessarily be reasonable tomorrow. The moment an existing idea comes into conflict with a contradictory idea there is a clash, the resulting synthesis being a new and improved idea.

Hegel's reasoning with respect to contradiction is by means of the dialectic process of *thesis*, *antithesis*, *synthesis*. Briefly, it simply means that the existence of any so-called truth presumes the existence of a contrary truth. When these partial truths are combined the result is a synthesis, which is a wider formulation which transcends both the partial truths. This process, if carried to its end-point, would finally come to only one real fact, the *Absolute*. Thus, any fact less than the Absolute is only a partial truth.

(2)

The dialectic process as formulated by Hegel in his *Logic* has been an outstanding contribution to philosophic thought. Its importance has not been in the mere statement of the triad, however. It became a real force when Hegel placed it into history, the growth of institutions. Breaking away from Kant and his followers who believed in subjective ideas, that is, the growth of mind as a growth from within, Hegel took mind out of the subjective and put it into history, the growth of institutions. He conceived history in terms of mind; an evolution and growth of ideas from the simple to the complex. Since he emphasized the growth of the objective, historical mind, he may properly be classified as an objective idealist.

Man is continually moving in the direction of freeing the spirit. This can never be completely accomplished until the spirit of man is completely identified with the spirit of the Absolute. To Hegel "spirit" is activity; a moving, active process. Such activity causes the development of institutions. Since these institutions are the products, the synthesis, of the contributions of many men, they are more fundamental than the individual, therefore, the individual has no basis for criticizing them. Thus, Hegel put "history" in the place of "nature" as the intermediary between Man and God. Group life is organized around group habits. The persons who are to lead the group are those who have caught up with history and its institutions. If a man understands and is in sympathy with an institution, he is its rightful leader. It is his business to accelerate the progress of the group which has not become conscious of the institution. The nation, being the co-ordinator of all

lesser institutions is, therefore, the last expression of the world-spirit. The leader of the state, then, is the leader of the heads of the lesser institutions. This is a totalitarian point of view, but Hegel attempts to justify it with his definitions of freedom. Freedom, he says, does not exist in the absence of restraint. To be free, man must be mature, and, of course, one is not mature until his habits are the same as those of existing institutions. Again, the will is determined by its objects, but the objects of the will are determined by the will itself, therefore, freedom is self-determined. Briefly then, Hegel's idea of freedom is that man finds what the will of the state is and identifies himself with it.

III

HEGEL'S EDUCATIONAL IDEAS

(1)

Hegel has given to the world one of the most rational of all philosophic systems. His political and social ideas are very much in evidence in most present-day national states. This has been the primary influence of his thinking. Although the educational implications of his philosophy are considered as being of secondary importance, they are of such influence and value that they need to be considered more thoroughly.

Hegel had very definite ideas concerning education, and his untimely death may have been the reason why the world has not been left with a *Philosophy of Pedagogics* or some such work similar to his other contributions. He was not merely an "arm-chair philosophizer" when stating his educational views. Many of them were the result of experience gained as private tutor, administrator, and lecturer.

The central aim of all true education is expressed by Hegel as follows:

With the school begins the life of universal regulation, according to a rule applicable to all alike. For the individual spirit or mind must be brought to the putting away of its own peculiarities, must be brought to the knowing and willing of what is universal, must be brought to the acceptance of that general culture which is immediately at hand.

A superficial examination of such an aim would create the impression that it is a very conservative point of view. Examining it in the light of Hegel's broader philosophic ideas reveals that such is not the case. Hegel puts great stress upon the development of institutions; an institution being anything that has grown and supplied a pattern. Present institutions are the synthesis of contradictory forces that have previously existed, and are the superior products of those forces. The

state is the co-ordinator of all lesser institutions, and the leader of the state is the one who has become completely conscious of that institution. Likewise, in the school only the instructors have become conscious of that particular institution. Only a few are the real leaders; the great masses of people are merely followers. Thus, the emphasis is laid on the passive acceptance of existing institutions. Any progress in the development of an institution is made through the will of the leader who speaks with a mind not of an individual, but with the mind of the institution. It follows that if a leader's will is not realized, the will was no good and irrelevant to the functioning of the institution. Lesser persons enjoy freedom by thinking in accordance with the pattern of the will of the state and its smaller institutions. These persons obtain their information in a passive sense from the will of the leaders. Freedom is gained, then, by identifying oneself with existing institutions. Such freedom is only relative, however, since the Absolute is the end-point of development, and the individual can unfold only to the extent to which institutions have unfolded. Such a conception of freedom led William James to observe that "when Hegel says freedom, he means slavery." Nevertheless, Hegel insists that freedom does not exist in the absence of restraint; also that the individual has no basis for criticizing institutions, because they are more fundamental than the individual. "The state is the divine idea as it exists on earth"; the individual could hardly criticize such an institution.

It is not to be understood that such educational implications are authoritarian and nothing else. True, education for the average man consists mainly in conformity. There are at least two ideas presented by Hegel which are considered today as important aspects of "progressive" education. In the first place, he advocates the participation of individuals, up to a certain point, in social institutions. He states in substance that the actual development of a man's education is impossible save through mutual helpfulness; that all forms of social life, all human institutions each have their specific education values. (This view has had a great influence on Professor Dewey and his conception of the "community of interests.") In the second place, emphasis is placed upon development, up to a certain point, individually. This individual growth to be desirable must be three-fold—physical, social, and religious.

(2)

In the education of children, Hegel places emphasis on "mind" and the "growth of mind." To him the body of the child is not merely an animal, but also the organ of a developing mind. "The age of infancy is the period of natural harmony, of simple contentedness on the part of the subject with itself and with the world." It is "the beginning in

which contradiction has not arisen; as the period of old age is the end from which opposition has ceased." When the infant comes in contact with outside phenomena its equilibrium becomes unstable. It is at this stage that the process of contradictions begins to assume control of the infant's mind. By coming in contact with superior, more objective minds the child begins to develop.

In the process of the child's development, one thing to be preserved and fostered with special care is the feeling of reverence for authority—for an example in the concrete of what the child himself desires to become. The teacher, then, is the authority whom the child must follow and the model whom he must imitate. Added to this is the notion that although the peculiarities of the individual child should be noted; education should be a rather definite thing void of aimless forms of childish play. Mere pass-time "education" may cause the child to regard everything superficially. Aristotle expressed the same idea when he said, "There can be no science of the accidental."

The peace in which the child lives with the world is broken by the youth. Instead of viewing his ideal in the person of a particular human being as does the child, the youth establishes as his ideal something too exalted to have yet attained realization. The youth soon realizes the futility of his aim and is thus plunged into a sort of hypochondriac state. Here the task of the parent and the teacher becomes a delicate one, and the only true remedy for such an upset condition is correct education.

(3)

In order to train the child and the youth properly, some general concepts of education must be a part of the instructor. The Hegelian has the idea of education which presupposes a state of imperfection from which the individual is to be raised to a state of relative perfection. He also maintains—much in accord with the central idea of the so-called "New Education"—that the child's own activity, physically, intellectually, morally, and religiously, is the all-important factor involved in determining his own development. Of course, the problem remains—how to direct such self-activity. Hegel answers this very definitely when he emphasizes the significance of *imitation* leading to *habit*, and habit as the established form of *character*. With him the true aim of all education is just *character rationally formulated and practically fulfilled*—the development of *rational habit* as a transfigured second nature. He expressly declares that "pedagogics is the art of making men moral."

(4)

In relating the philosophy of Hegel to actual classroom instruction, one point is fundamental, that is, that the mind of the child is not yet

truly a mind. The aim of instruction then is merely to furnish aids so that the pupil may rise from helplessness to independent, self-conscious existence. Thus, Hegel's view is that mind should be taken out of the subjective and placed in the objective—into history, the growth of institutions.

The process of instruction may be described as an interaction between a mature mind which guides and regulates, and an immature mind whose business it is to follow. The student becomes an intent psychological observer who is striving to imitate what is taking place in the mind of the teacher. In case such a plan might seem too dogmatic, it should be remembered that Hegel insists that the whole purpose and plan of education is to unfold into ever-increasing degree what has been in the individual mind since the beginning of its existence as such. The teacher must become a keen observer of individual differences and, in order to be efficient, must be able to apply gradations in school work to suit the stage of development of an individual mind. Here, according to Hegel, is the subtlest element in the "personality" of the teacher.

Language, because of its universality and great importance, is a major need of the teacher and student. The special phases of it which Hegel thinks should be emphasized are: (1) Voice, (2) Reading, (3) Writing, and (4) Grammar. "What the individual is, he infuses into his voice." A natural tone, free of affectation, showing refinement of mind—all are characteristic of the good voice. Hegel thought reading to be of so great importance that it should be made one of the chief means of culture in the schools. In teaching reading, two aspects are important. In the first place, the child should be taught to study the lesson so as to get the meaning that it conveys. In the second place, the child should learn to read aloud so as to be comprehensible to the hearer. Writing retains its place because of the general patterns of conduct which it aids in creating. Its aim, in the mind of Hegel, was very similar to that of Francis Bacon who wrote: "Writing maketh an exact man." Grammar fits very logically into the scheme here since it is the science of language. Hegel declared it to constitute "the beginning of logical culture." Aside from these four, Hegel mentioned two other types of language which are of great importance in the educational scheme—arithmetic, the language of abstract quantity, and literature, language in both form and substance.

Hegel not only places emphasis upon the language of instruction, he also gives some attention to the *form* and *process* of instruction. Form is expressed in three aspects of the course of study: (1) Geography, which gives actual forms; (2) Geometry, which gives the laws of forms; and (3) Drawing, which develops ideal forms. Through geography the child enters into a process of self-adjustment to the physical form of

the earth. It is a preparatory step to the study of man and culminates in history which to Hegel is the most concrete process in the world. Diametrically opposed to the concrete forms of nature as expressed in geography, are the abstract forms in geometry. The study of geometry is especially valuable, because the simplicity and precision of its forms put a wholesome check upon the "flightiness" of child imagination and tend to render judgment more exact. Drawing takes both the concrete and abstract forms of geography and geometry and applies them to ideal forms. Hegel had a special interest in this phase, because he believed that the really worthy ideals of beauty always had a religious core. He would probably agree with Keats that "beauty is truth, truth beauty," presuming that by "truth" Keats had in mind much the same idea that Hegel expressed in his "absolute."

(5)

In the Hegelian sense, the end-point of development is the refined individual. This end is attained through four fundamental aspects of education:

- (1) Man must be *disciplined*.
- (2) He must be *cultivated*.
- (3) Care must be taken that in his development the individual shall attain to prudence, that he shall be led to take his place in the social organism, that he shall come to be esteemed, and to have an influence. To this aspect there belongs a special sort of culture which has come to be called *civilizing*.
- (4) Regard must be had to the end and mode of rendering the individual *moral*.

In order to be considered as a refined individual it is necessary to be identified with the three subtlest aspects of spiritual evolution: (1) Art, (2) Religion, and (3) Philosophy. Art is the product of perfectly matured taste which is nothing else than morality become beautiful; it is the attempt to conform the *real* with the *rational ideal*. Further, one of Hegel's cardinal principles is that all art, properly speaking, has a religious content. In approaching the delicate subject of making religion the object of instruction, Hegel states that religion can be taught provided it is set forth in an objective manner. Any attempt to excite religious feeling is quite another thing. When this happens it ceases to be teaching and becomes preaching, which itself is of the highest value but not as a phase of classroom instruction.

Hegel defines philosophy as the "thinking consideration of things." It is essential that a sound philosophy be a part of the make-up of the teacher. It is also essential that all learning lead to a philosophy. The development of a philosophy enables one to closely approach the ideal of refinement, because, as Hegel puts it: "philosophy seriously pursued is a perpetual service of God."

HERBART: HIS PHILOSOPHY AND EDUCATIONAL IMPLICATIONS

R. LOFTON HUDSON

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I

Words such as apperception, interest, correlation, social purpose, moral education, citizenship training, and recitation methods became new terms with the advent of Herbart in the first half of the nineteenth century. He placed a new emphasis on the moral aim in education; brought a truer educational psychology; introduced new conceptions as to the teaching of history, literature, and geography; and proposed a better organization of the technique of classroom instruction. It was he who introduced the teaching of history in the elementary school. Cubberly summarizes his educational contributions precisely when he says that "he addressed himself chiefly to three things: (1) the aim, (2) the content, (3) the method of instruction" (*History of Education*, p. 759). Locke had emphasized travel; Rousseau experience; but Herbart believed in instruction. In fact, he was the first to perceive that education was thoroughly worthy to be a science of itself, and not a mere department of philosophy (cf. *Cyclopaedia of Education*, s.v. Herbart). He did not treat education casually as most philosophers before him had done, nor look at it as Fichte did, mainly from a political standpoint; rather, it was with him the starting point and end of all his investigations. One must not think, however, that he was less a philosopher because of his educational interests. He was among the post-Kantian philosophers next to Hegel in importance, according to James Ward (cf. *Britannica Encyclopaedia*, ninth edition, s.v. Herbart).

Herbart was born the year the American colonies were divorced from England and lived for sixty-five years. His father was a lawyer and privy councilor of the little town of Oldenburg, Germany. He seems to have been a very ordinary person, so much so that his extraordinary wife left him later in order to be with her son. She was the daughter of a doctor and it was under her influence that he developed wide interests. An example of her ambition and intellect is to be found in the fact that she learned Greek with her son under his tutor in order to supervise his studies more effectively. His pastor was his tutor until the age of thirteen, at which time he entered the Gymnasium. Pastor Ulzen, along with his mother, introduced him to a wide range of knowledge. He studied and composed music. At eleven he began logic. He was cultivated, at least for his age, in mathematics, philosophy, and sciences.

At eighteen he left the Gymnasium in his home town to study with Fichte at the University of Jena. The truth is, he went to Jena, on the insistence of his father, presumably to study jurisprudence, but he had little interest in law so turned to philosophy.

It was while at Jena that he read Homer's *Odyssey* for the first time. He describes it as "one of the happiest experiences of my life, and in a great degree [responsible] for my love of education" (*Science of Education*, intro.). He had turned aside from the doctrines of Fichte, whom he said taught him "chiefly through his errors," and was groping about to find something more substantial than his great teacher's idealism. While working his way back to Kant for his ideas he became fascinated with what he called "this eternal work of genius," the *Odyssey*, and read all of the Homeric poems. He says of the *Odyssey* that it serves "as a point of touch in a fellowship between pupil and teacher, which, while it elevates the one in his own sphere, no longer depresses the other, and while it guides the one farther and farther through a classical world, yields the other a most interesting picture in the imitative progress of the boy, of the great development of humanity, and lastly prepares a store of recollections, which. . . must be re-awakened at each return to it" (Intro. to *Science of Education*). This reading of Homer fired his imagination as to the possibility of teaching all knowledge around this nucleus.

It was while at Jena that Herbart's mother left his father (from whom she was later divorced) and came to live with him. She was of great value to him in bringing him into personal acquaintance with such men as Fichte, the historian Woltmann, and especially the poet Schiller. Later this beautiful relationship between son and mother became somewhat clouded, but it was on her advice that he went as private tutor to the three sons of a certain Herr von Steiger, the governor of Interlaken, Switzerland. These boys were respectively eight, ten, and fourteen years of age and their father left their education entirely in the hands of the young man from Jena. Here Herbart first conceived or at least put in practice, the idea of endeavoring to arouse a "many-sided interest" built around the reading of the *Odyssey* in the original.

Herbart's philosophical thought made rapid progress during this period. He began to seek for a Unity which holds all things together and animates them. Also the problem of self-consciousness presented itself. His study along these lines was made easier by his return to Germany to Bremen to prepare for a university chair. He studied philosophy in the home of a friend by the name of Schmidt for the next two years, that is 1799-1801. In 1799 he visited Pestalozzi at Burgdorf and observed his teaching. From him he got the idea of observation as a method of instruction and later applied it to the whole of education,

whereas Pestalozzi had applied it primarily to elementary education. Both of these great educators thought that the order of instruction should be based on the development of the child, but Herbart, after this single visit, criticized Pestalozzi for requiring so much memory work, for not choosing subjects which are close to the natural inclinations of the child, and for an over-seriousness in his schoolroom. He asks "Why does he only allow learning, never talks himself with the children, never chats, jokes, tells stories to them?" (Translator's intro. to *Science of Education*, p. 11).

In May, 1802, Herbart went to Gottingen where he obtained his Ph.D degree in open disputation, and began his academic work with lectures on philosophy and pedagogy. He stayed at Gottingen for seven years, then went to Konigsberg to occupy for twenty-four years the chair formerly held by the great Immanuel Kant. Then he returned to Gottingen in 1833 and taught there until his death in 1841. While at Konigsberg he reached the height of his activity. He conceived the idea of establishing a seminary where he could in the presence of students demonstrate the principles of education. This stirred the imagination of Prussia and he was awarded 200 thalers a year for an assistant to carry out his plan. Kant had said "First experimental, then normal schools." It remained for Herbart to combine the two amid the quiet, scholarly surroundings of university life. In the meantime he contributed several books on education along with an even greater number on philosophy. His main educational works are *A B C Sense-Perception*, 1802, to which was added *The Aesthetic Revelation of the World* in its second edition in 1804; *The Science of Education*, 1806 (his principal work on education); and *Outlines of Educational Doctrine*, 1835.

II

Philosophy, according to Herbart, means the reflection upon and elaboration of our empirical conceptions. By empirical conceptions he means those that underlie the various sciences. For example, in the idea of change or becoming we have both the concepts of being and non-being; in movement, that is, a thing is at one place and is not at the same time. In the idea of inherence we assign manifold properties to the same substance; i.e., we affirm that "one" thing is "several" things (sugar as white, sweet, hard), that unity is not one. In *cause* we affirm that a thing modified by an external cause is the same as before, and that it is not the same. Again when we speak of the "self-determination of the subject" we become involved in the no less flagrant contradiction that a being is both active and passive, i.e., that it is not one but two. Finally there is the notion of the ego with its diverse faculties. This like the notions of extension, duration, and matter con-

fuse being and non-being, the one and the many, etc. Now Hegel had accepted these contradictions without reserve, Fichte rather dodged the issue by an extreme idealism, but Herbart said that it is the business of philosophy to make these contradictory elements thinkable.

Herbart returned to "the higher skepticism" of the Hume-Kant variety in which was put forth the significant insight that the rational and the real (the things-in-themselves) did not quite correspond. He accepted this dualism but went a step further than Kant in saying that not only do things-in-themselves really exist but that our sense-experience properly interpreted gets us in touch with it, that we can know reality. He contends that knowledge and experience are one, and that to get in touch with reality we have merely to interpret the totality of experience rationally. This is the function of criticism. Now this means simply that his skepticism did not go as far as Kant's in that he refused to accept the dictum that "we cannot know the thing-in-itself" but chose rather the faith that things are really what we think they are. This is closely akin to the modern realist's view, so Herbart is frequently called "a pluralistic realist."

Now the question arises, How can we think of things so that there will be a solution to the above mentioned contradictions? His solution is somewhat like Leibniz's (monads). Ultimate reality consists for him in a number of "reals" which give rise to the world of appearances by their self-pervations against one another. These "reals" are not extended, that is, they cannot be said to occupy any space; and they are simple, that is, they are not made up of many properties and inner states; they possess one single property and are immutable. The soul is one such real, without parts or faculties—thus he dismisses the faculty psychology—but its reactions for self-preservation give rise to the appearance of presentations which become clarified as ideas. The ideas act as forces; the mind itself is a series of masses of them, each mass rising or falling from the threshold of consciousness according to its groupings and consequent trains of associations. But that leads us into his psychology.

By these "reals" Herbart proposed to explain the apparent contradictions of science. Motion and space are explained as the manifestations of these reals in conflict. Change is simply the modification of mutual relations; just as one musical note may be true or false according to its relation to other notes. In the case of change the reals tend to disturb each other to the extent of their difference in quality and at the same time each tries by "self-preservation," to preserve itself intact by resisting the other's disturbance. The solution to the contradiction then lies in this: motion, space, time, cause, etc., do not apply to the reals themselves at all, but are mere relations. Relations are simply the forms of "objective semblance," as he calls it.

The other phase of Herbart's philosophy is his aesthetics or ethics—in his case the two are overlapped. He agreed with Kant that such empirical principles as happiness, satisfaction of desires, conformity to nature, etc., were valueless—in that experience yields what is material, not formal—and that what "ought to be" must be based on the manner of willing. But Herbart opposed Kant's transcendental freedom on the basis that it would make education an illusion; for to try to influence the moral condition of a being whose will could effect its own freedom independently of all influence, was obviously a useless and therefore foolish attempt. He also opposed fatalism because it made education impossible. Likewise he opposed Kant's categorical imperative as not giving any certain command to be obeyed. Instead of Kant's concept of duty he attempted to show that just as in the case of the beautiful, the moral must remain a matter of taste and tact. General principles may be laid down but special cases must be decided on basic judgments of approval or disapproval. Pedagogy and politics are the application of ethics to things as they are with view to realizing the moral ideas. Virtue, then, is perfect conformity to moral ideas; duty arises when there are hindrances to virtue; and ethics deals with relations among volitions which unconditionally please or displease.

III

Herbart's educational theory rests on his psychology, which in turn grows out of his metaphysics. It has already been shown that he rejected the "faculty" psychology. It should be pointed out consequently how he explained psychical phenomena. In this he is a thorough-going associationist, explaining ideas, feelings, etc., as elementary ideas or sensations in interaction. This interaction is controlled by laws as definite as those of statics and dynamics, so he was a strong believer in the "science" of psychology. The ego or soul, however, he considered to be unknowable; it is to be thought of as the sum of the potential energy exerted when the *real* of the self comes in contact with other reals.

The child's mind is subject to two sources of stimulation or ideas: experience and intercourse. He denied innate ideas but said that the sole material of our knowledge is sensations. These are given to us in series or groups which tell us the relations of the reals. These reals, like the soul or ego, are unknown, yet we are compelled to posit them. The reals cause the sensations, or as he called them "presentations," which in turn are combined to cause all of the manifold forms of consciousness. There are two kinds of presentative activities: those above the threshold, in consciousness; and those below, unconscious. The difference seems to be largely a matter of intensity. However, it is by the theory of sub-conscious presentations that he explains memory. Similarly pain is explained by a conflict which arises when presenta-

tions are brought up to consciousness and are at the same time inhibited. Pleasure is experienced when the entrance is favorable.

Learning begins when the first strong presentation is forced upon the child. "The primitive or original attention depends primarily on the strength of the sense-impression," he said (*Outlines of Educational Doctrine*, p. 64). Then the learning proceeds along the line of interest. Interest he defines as self-activity and contrasts it with indifference—like will, desire, and moral judgment—unlike them in that it depends upon its object. It is the business of the teacher to control and stimulate the right kind of interest by the use of the appropriate objects. There are six classes of interest which he lists as those with which instruction should deal: (1) empirical, (2) speculative, (3) aesthetic, (4) sympathetic, (5) social, and (6) religious. To place all in balanced action is to create the many-sided culture of the mind. This many-sidedness is to spring from the internal make-up of the individual (in order to avoid dabbling and shallowness) and not to be imposed from without. For that reason, Herbart said that the teacher is not like a gardener who surrounds the mind with suitable conditions, but he tries to penetrate the inner core of the mind germ and leaving the better part of its individuality intact" tries to inoculate it with thoughts, feelings, and desires that it could never otherwise have obtained (*Science of Ed.* p. 36). Thus we see that Herbart considered the foundation stone on which instruction was to rest was interest. It is to be thought of as an emotion that assists reason.

Since Herbart's psychology is of the association type according to which neither the content nor the form of knowledge is furnished by the mind, he must explain two things: what the "self" is, and how ideas are related or assimilated with previous ideas. This he does by the doctrine of "apperception." We have shown that he rejected innate ideas and faculties. It follows then that the one source of mental life must be these presentations or sensations which arise in the soul when it is exercising its self-preservation. The self or soul is then the product, not an original substance. It is the sum or unity that results from ideas that relate themselves into wholes. Consciousness, then as well as self, is not a primary force but the resultant of the process of interpenetration of ideas—called apperception. This explains the self. Now how is knowledge to be explained? His explanation is a kind of psychological atomism. Every idea seems to be a distinct entity, possessing its own dynamic force which drives it toward consciousness and repels contrary ideas. A presentation or idea coming into consciousness tends to draw those allied to it also into consciousness and to force out those unlike it. So the process of knowing is that of assimilating new ideas into complexes and of raising them to greater clearness and distinctness. This process he calls apperception and he returns to it again and again as the central thought in his system.

The teacher then must fill the mind with ideas so that the process of apperception may take place. Pedagogy is the science of imparting knowledge so as to provoke interest, or to give kindred ideas a chance to get together—the sources of interest one will remember are environment and social intercourse. And in this science one must aim not at forcing the child into a mere race type pattern but in developing the individuality of the child, maintaining it as unimpaired as possible. He thought of the process of developing each child as establishing, by instruction, a “circle of thought.” This means simply that normally interest will run along the line of relating certain factors in experience and instruction into wholes; then as education proceeds, these wholes become larger wholes, etc. And this “circle of thought” process leads to two main forms of interest: cognition and participation. The cognition interests are those of observation, speculation and taste. The participation interests are those of love and feeling of dependence upon others as sympathetic participation, public spirit, and religiousness (This corresponds to the six-fold classification given above). It would seem that one could hardly mention an item of knowledge which would not fit into this scheme.

This leads us to the relation of Herbart's ethics to his educational theory. It has been noted by most writers on this subject that his theory stood on two legs: psychology and ethics. The latter of these furnished the aim of education, the former the means.

The sole aim of education is morality. Its whole work is to form a character which in the battle of life shall stand unmoved, not through the strength of its external action, but on the firm and enduring foundation of its moral insight and enlightened will. It will be seen quite readily that both of these foundation stones depend on the formation of the circle of thought. It is a sort of store of that which by degrees brings one to mount by the step of interest to desire, and then by means of action to volition. The good will is not transcendent as Kant thought but a natural event like other natural events, and to be cultivated by the teacher. Education is an attempt to present the whole known world and every known age in order to produce moral judgments. Full knowledge is the ground of virtue. He thought that great moral energy is the result of broad views, and of the whole unbroken masses of thought.

One can see that this ideal would obviously be inadequate for those who had formed a very small circle of thought. Therefore he introduced the concept of discipline or government into his pedagogy. He said that children at first have no real moral character. There must be direct action on the mind with a view to forming it. The wild impetuosity of childhood must be restrained. Rewards and punishments, though they should be seldom used, may be resorted to. These cruder forms will disappear as the child comes to the stage where he takes over the control

of his own education. As the aesthetic revelation of the world is given to him through instruction he will develop a taste for the good to the exclusion of the bad, Herbart thought.

The second great division, instruction (discipline being the first problem with which he dealt in *Science of Education*) was dealt with from a highly theoretical viewpoint. He had little to say about the details of the subject-matter of instruction. He discussed them for the most part in principle only. He did insist that Greek should come before Latin. But his most celebrated contribution to the problem of instruction is his four formal steps of instruction, viz., clearness, associations, system, and method. By clearness he means simply a clear perception of any concrete or individual fact by the pupil. Association consists in the assimilation, brought about usually by conversation, of one fact so that we see its limits and something of its relation to other facts. System, or as it is sometimes translated "demand" (*fordern*), completes the association of the elements of knowledge and brings about the highest scientific organization of which the pupil is capable. The last, method, or action, is that in which the pupil comes to the stage of well-ordered self-activity under the leadership of the teacher (cf. *Science of Education*, Bk. II, ch. 4). To put the matter succinctly Herbart is noting by these four steps that instruction must universally point out, connect, teach, philosophize. It is an analysis of the concept of interest rather than a program, but rather suggests how one will have to proceed in teaching.

Some practical details of instruction are found in Herbart's *Outlines of Educational Doctrine*. He deplores the memorizing of material in which the pupil is not yet interested, and likewise the emphasis on subject matter like grammar, dates in history, etc., until the attention of the pupil has been gained. He mentions natural history, geography, and history as being nearest the experience of the child. Mathematics requires some apparatus such as figures made of wood or pasteboard, drawings, bars, etc., to make tangible and vivid. Languages require long-continued labor to make advancement so he advised that they be started very early in the school program (during the early years of boyhood is as specific as he gets on this point).

Herbart's works have a number of practical suggestions about the administration of the school as well as teaching. He urged that the pupils not be given an excessive amount of home work so that they would be deprived of hours of needed recreation. He recommended play periods through the day so that the pupil might develop physical vigor. But the most novel idea that the writer has found is that there be trained pedagogues living in every town, like doctors, and that they be called in to give advice to parents concerning the ordering of studies and all questions of education.

A CHURCH APPRECIATES THE TEACHERS

A. R. MEAD

University of Florida

"You know, I'd like to give some sort of recognition to our teachers in this community. What could we do?" So spoke Dr. Jack Anderson, pastor of the Methodist Church, in Gainesville, Florida.

"If I knew their church affiliations, I'd ask the Ministerial Association to make it for all teachers." The hearer, a faculty member of the University of Florida, volunteered to get the information for Dr. Anderson. A letter addressed to the school principals brought back the information. So the idea was born. Let us see what happened to it.

Dr. Anderson presented the idea to the Ministerial Association where it received unfavorable consideration, one member remarking, "Well, we might just as well give some recognition to the carpenters!" One wonders about the lack of understanding of the relationship of education and religion, teachers and preachers, revealed by such a comment!

Now Dr. Anderson was left alone. He knew he could not "invade the precincts" of other denominations, so he took counsel and decided to do something for those teachers within the county who were affiliated with any Methodist Church. The Young Adult Fellowship, a very active group within the church, took up the matter at this point. They planned an evening dinner, music, recognition service, and recreation in the social building of the church. Next, every teacher in the list was invited, and in many cases, personally, by the pastor. The Fellowship group made their plans. The evening came and with it a group of nearly two hundred persons, forty of whom were teachers.

The program of the evening was a happy one. The invocation, the dinner, and a short speech of welcome by an officer of the Fellowship started the activities. She then presented a member of the group, who was a teacher, to introduce the teachers. Teachers were presented by groups composed of those from the separate schools. Each teacher spoke briefly, giving name, location, type of work, and usually some comment. Among these were several of an entertaining and humorous character. During this period several well-known characterizations of teachers and teaching were given and the relationship of education and religion emphasized.

An officer of the Fellowship explained the work of the group and expressed the desire that similar recognition of teachers might occur elsewhere. Several teachers spoke in appreciation of the dinner and recognition.

The formal period was followed by an hour of group games led by the Educational Director of the church, Martha Koestline, and at a moderately late hour, the festivities closed. Decorations represented the Hallowe'en motive, with spooks, goblins, pumpkins and one Pixie! Dear Members of the Profession: Here is an example of social recognition of teachers. If more such examples and other types of recognition were given our teachers, the writer judges that perhaps many more young people would become more interested in teaching, or some other educational work as a life career. Furthermore, there is a probability that some parents and patrons may discover more about the varied and necessary services rendered by devoted teachers.

BUT THEY GRIND EXCEEDING SMALL

MARY BARNARD COOKE

The Sacramento, Kentucky, High School

He was such a fine looking young American soldier, the one who came striding across the church lawn to greet me yesterday. His smile was radiant, his handclasp firm, his tone so sincere as he said,

"I really got to see so many of the things we read about, Miss Mary. I actually stood on London Bridge; I saw Big Ben. I went through Westminster Abbey; when I was in Poets' Corner, I thought of you." And today a warmth remains and in your heart an echo, "When I was in Poets' Corner, I thought of you."

Such a few years ago that boy was a grubby little sophomore who, I thought, was only being exposed to literature. I tried to take him, via Washington Irving's essays, through Westminster Abbey and Stratford. I thought his mind was on everything except the massive corridors of Westminster, the lovely scenes of Stratford. But the day came when that restless, carefree, impulsive little sophomore really stood in Poet's Corner—and thought of me!

Last week I was so weary. It all seemed so futile. There were those long hours with tests to grade, diagrammed sentences to check, themes to correct, reports to make, papers and papers, and papers. And what was I accomplishing? What was the use of it? Those children weren't even listening as I read Tennyson's poems to them. But were they? Now I'm not so sure. Billy, with rapt expression gazing out the window, may have been planning a new formation for the game Friday,—but then he may have been looking "into the future, far as human eye can see" and catching a "vision of the world and all the wonder that would be." Lou Jane may have been smiling at the boy across the aisle,—but are you sure? She may have been hearing and storing in her heart that lullaby of Tennyson. Some day, who knows, she may rock as she sings of the "wind of the western sea."

I put the grades on the report cards last week, but I can't grade the soul of a boy or girl. To be sure, Sammy does split infinitives; he dangles participles; he even mixes metaphors—but Sammy plans to be a farmer next year. Is it possible that "the scarlet of the maples" can shake him like the cry of bugles going by" or that his "lonely spirit thrills to see the purple aster like smoke upon the hills"? Don't worry too much about his adjectives and adverbs. Perhaps I may help him to see "the stars, which are the poetry of Heaven."

Of course, the life of an English teacher is sometimes quite discouraging. I probably could make more money working at Ken-Rad. I may never be able to save enough money to make the trip I have so long planned. Perhaps I am a fool for going on with it, Miss Mary.

But today, well, weren't those freshmen excited as they read of Jim's experience in the apple barrel? And the seniors are truly enjoying Macbeth, after a long tough pull for awhile. No, I may never make that trip. But someday, some boy may really see the dawn come up "like thunder, outer China 'crost the Bay"—and think of me. Someday the spirit of some lonely boy or girl may be lifted as he looks about and remembers, "God's in His Heaven, All's right with the world," because of me, and of course Browning.

Truly "Though the mills of God grind slowly,
Yet they grind exceeding small."

No, I'll never see Westminster Abbey—but some one stood in Poets' Corner—and thought of me.

THOSE INTERESTING SIXES

RUBY ANDERSON

Teaching the six-year-olds is fun. Each year and each day in the first grade is different. There is never a dull moment. When there are thirty-five separate little personalities in the same room, anything is likely to happen. Every year they are such active, alert, intelligent, self-confident, imaginative little individuals, full of desirable curiosity. Most of them are blessed with the world's goods and with more than ordinary powers of thinking, but each is at varying levels of emotional, intellectual, social, and physical development.

Marion P. Stevens says, "Schools should be copies in miniature of the world as we would love it to be." That is what most teachers want but it cannot be accomplished in a day or a week; it takes time. There is never enough time to explore the fascinating possibilities of living in a thrilling, exciting world. Every year there are thirty-five or more whole beings, does not just listeners, coming together to live in a society called school.

If you are looking for an easy job, do not try teaching first grade; but if you have the strength of Samson, the patience of Job, and the wisdom of Solomon, then try it. You should have a love of little children and above all a sense of humor, for it alone can carry you through a seemingly major crisis that can be laughed into a minor one. Without a sense of humor you could not endure a day when Allen upsets the easels, Johnny cuts his head, the music supervisor drops in for music, Anne swells up with the mumps, and the principal insists on a report at once.

You must be a jack-of-all-trades to work with the sixes. You must be able to saw and hammer, fix broken toys and necklaces, mend clothes, bandage cuts, take out splinters, tie ribbons and sashes, and pull teeth.

Each day there must be daily inspections; diseases are prevalent with the sixes. One morning when there was a chicken-pox epidemic, Miss Brown noticed some spots on Johnny's cheek. "I think you would better go home," she said to Johnny as she showed him the spots on his face. "Oh, those aren't chicken-pox; they're bed bug bites," he quickly replied.

As our metaphorical Miss Brown looked back over the year, she thought of this last energetic group of sixes. She remembered that first day and some of the interesting little individualists:

Maxine, a belligerent little girl with thick brown curls topped off by a pugnacious bow, who flopped into the first chair as if to say, "Don't touch me."

Kenneth with crinkles on the bridge of a small freckled nose, head tilted back, wide-open mouth chuckling as he watched Pokey, the turtle. And there on the floor beside him, also watching, sat Leroy, relaxed in rag doll fashion, body folded together in the middle like a jack knife, head bobbing up and down, slapping the floor and laughing.

John Roy with a pink and white apple face stood back, looking too, and you could see the funny screwed-up laughter wrinkles on his nose and about his eyes. Tiny June and Connie Jo in their dainty, fairy-like ways added their tinkling laughter.

Miss Brown remembered how much she had learned from their laughter. Each child was unique; she had realized that and knew each child was too important to be a victim of unsympathetic treatment and mismanagement. She had realized the importance of helping children to build behavior patterns which would serve them a lifetime.

It had been difficult to help some of the children become co-operative members of the group. Maxine the belligerent child had been one of those. She was a "tattle tale gray" child with holes where teeth should be. She was always annoying children and had been kept in kindergarten two years because of her supposedly slow mental development. She had been unusually naughty all one day, and finally Miss Brown said, "Maxine, what makes you so naughty?" The child looked up with an angelic expression on her not-too-clean face and said, "I don't know teacher, I'm just like Jesus made me."

That response had given Miss Brown an insight into Maxine's ability, and she stimulated and encouraged her until she was able to do almost average first-grade work.

Geraldine or Gerry as she was called, a pig-tailed, round-faced independent little imp, was another one who had taken much time. Because Gerry was a new child in the city, she had not been with the group in kindergarten. Miss Brown laughed when she remembered the day Gerry came in hugging the old alley cat. These sixes had loved pets and were always bringing them to school. All the pets were put in a cage in the corner of the room to be watched and admired.

When they were unusually noisy, the teacher walked over to the cage and pretended to whisper to the pet and then would tell the children, "The puppy said he wished you would work more quietly." It had worked magic. Gerry's eyes were sparkling as she clutched that alley cat to her and said, "Do you know what this cat whispered to me? It said, 'If that old teacher puts me in a cage, I'll sure scratch her.' " Miss Brown had laughed with Gerry and said, "Would you like to hold him

while I read a story? But it is too bad that cat is shedding hair all over your pretty new dress." Now Gerry loved pretty clothes; she was always very proud of all her new dresses. She gave one glance at her dress and quickly said, "Let's go get the cage." Gerry had been a most interesting child; she was easy to lead but hard to drive. She had come very far since that first day when she had had a tantrum because she wasn't allowed to swing. Miss Brown realized that in Gerry she had something different from the other children, something precious to the child's individuality. Gerry talked all the time to everyone; although she bothered the children, they liked her.

Jane, a well-developed six, had said, "I love Gerry but she sure is a nuisance." One morning when Gerry was not there, Bobby looked around and said, "Well, we'll have a quiet day today. When she ran in later, he announced, "Here comes Chatter-box." When the children introduced her to visitors, they said, "This is the Gerry that talks all the time." These remarks had more effect on Gerry than scolding or punishment; she really tried to win the group's approval.

There are rewards in teaching. Miss Brown could easily see the growth in Maxine and Gerry through the year. Others had noticed Gerry's improvement. The mothers had remarked at the Mothers' Day tea, "What a sweet child Gerry has become." Their remarks had been different in November. All the children had become more independent. They had been able to take over many of Miss Brown's duties. They could get out and put away materials. They helped one another with overshoes and hard buttons on leggings and coats.

Great joy came with reading and writing. Each day some one rushed in to say, "I read some of the newspaper last night," or "I read a sign downtown." They loved to sing, and they kept the room colorful with their paintings. These sixes had been choice bits with much beauty, naturalness, and spontaneity. The loveliness, sunshine, joy of living, and enthusiasm which the sixes had brought into the room every morning was a delight which was contagious. Miss Brown felt repaid without the few material gifts she had received, for she hoped they all felt as Gerry did when she handed a pretty package to Miss Brown and said, "I want you to have this because you were such a grand teacher to me." The card, however, was most important to Miss Brown. She hoped it, too, expressed all their feelings. "To a good friend," it read.

"There's a lot of friendship in this message that I send
To someone I'll be always glad and proud to call my friend."

EIRE UNDERWRITES TOMORROW

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Since the inception of the Irish Free State in 1922, that country, now known as Eire, has stressed the importance of a thoroughly enlightened citizenry as fundamental to the national welfare. One of the earliest acts of the new government was focused not upon finance, economics, or political prestige, but upon education. It quickly and systematically organized a National Department of Education to co-ordinate the efforts of several overlapping and wasteful bureaus. The new Department immediately sought aid from educational and professional leaders, management and labor, in the formulation of a new program of studies for youth in elementary and secondary schools. Suggestions were sought and received by mail from persons representing all segments of the population. A program in which the people at large had an active part was the result.

To get all children into the schools, a new school attendance law, with provisions for real enforcement, was enacted. School attendance was made compulsory to the age of fourteen years and in certain metropolitan areas to the age of sixteen years. Greater flexibility of program was effected in the upper standards of the elementary schools by making available free secondary school education for children of families in the lower financial brackets. The Irish leaders saw the wisdom of having the youngsters remain in school a longer period and offered the opportunity for a broader and more practical education. In the creation of this new and genuinely Irish State, the language, thinking, and ideals must be Irish. Hence, the Irish language is the core of the school program. All efforts are directed toward making the little *Irishmen* of today become the adult *Irishmen* of tomorrow. As all the above factors were for the purpose of promoting this ideal, it follows that any threat to its attainment calls for study and appropriate action by Irishmen.

When, therefore, in 1942, the situation caused by great numbers of unemployed youth became critical, the Minister of Education took the initiative by calling for the creation of a special subcommittee of the Dublin Vocational Education Committee to organize a youth training program. The official title of the Committee is *Comhairle le Leas Oige* ("Youth Committee"). Composing the committee are four members of the Dublin Vocational Education Committee and eight fellow members appointed because of interest and experience in social work in the city.

Immediately this committee embarked upon the training of youth leaders. During the summer months of 1942 courses in adolescent psychology, handicrafts, physical training and health, and a critical survey of the development of youth movements in other countries were offered. The courses were well organized and examinations were held at the end of the session. Thirty-seven men qualified and were presented with youth commissions by the Minister of Education. Having made a beginning in the training of leaders, the next step was to establish the centers.

The first center, opening in Dublin in September, 1942, offered activities for youths of fourteen to sixteen years of age. In this city school attendance was compulsory to the age of fourteen. The new plan calls for an expansion of the age-group to include boys up to the age of eighteen. A second center, in accordance with the plan to establish two centers a year, was opened in the following November.

The purpose of the centers is to provide suitable educational and recreational facilities for youth. To meet the various needs, courses are offered in the mornings for boys wholly unemployed. Attendance is compulsory on three mornings a week. The offering includes: arts and crafts, woodwork, boot repairing, general academic subjects, the Irish language and Irish ballads. One of the most popular subjects in the handicraft course is the construction of model aeroplanes. It has been noted that many activities begun for pure recreation have taken a turn toward more practical pursuits.

Afternoons are devoted to services for boys partially employed and evenings for boys wholly employed during the day. The courses are similar to those of the mornings. The two main centers are attended by nearly 1,000 boys.

Each center has its own library where special talks on the use of books are given by trained librarians. To promote an acquaintance with reference books as sources of pertinent data, youth leaders encourage discussions, debates, dramatic activities, and the use of the Irish language.

Religion has a prominent place in the work with these youths. Two periods are devoted to talks on morality and religion by the Chaplain. The special youth week, held annually, is preceded by a special two-day period of prayer and religious meditation. More than 2,000 boys are usually in attendance.

Another phase of the special week is to acquaint the public with the work of the centers. Public exhibitions of drama, physical training, and sports are held. Exhibits of arts and crafts also have a conspicuous part. Parents' nights are held for a display of youths' work and for a special showing of films designed to promote proper health habits.

Dramas presented by the clubs are judged by professionals from the Abbey Theatre. Recently in the drama section seventeen plays were produced by fourteen affiliated Clubs.

In addition to training youth leaders and establishing two new centers each year, the Youth Committee set for itself a third objective, i.e., giving assistance to existing clubs and societies established for the same purpose. To be eligible for assistance, the group applying must give proof of proper organization and purpose and be open to visitation by accredited officers of the Youth Committee. For clubs qualifying, the aid usually granted consists of loans of equipment and trained instructors, advice on activities, and the extension of insurance to boys while participating in the club program. There are more than thirty-one affiliated clubs with a membership of nearly 2,000 boys.

A by no means minor phase of this work with youth is the activity of the Employment Bureau. Co-operation exists with the Irish Employers' Federation, The National Agricultural & Industrial Development Association, Trade Unions and individual employers. Each bureau has a well-equipped department of records used in aiding boys, parents, and employers in the task of proper placement.

Initiative and self-responsibility are promoted by the boys' participation in the formulation of club policies. A committee, consisting of boys chosen by their own group, meets weekly to discuss problems of club management. In attendance at the meetings in an advisory capacity are many youth leaders. Any changes in management or policy suggested by the boys are sent to the Youth Committee which, in turn, accepts, modifies, or rejects the proposals. At a subsequent meeting, the reasons for the action of the Youth Committee are presented to the boys by the youth leaders. In this way the youngsters are getting some real preparation for active participation in the management and direction of the Motherland.

This form of youth work is now being extended to girls. In the judgment of many Irishmen the Youth Committee has conveyed to youth a message of hope and confidence in the future. Eire, poor and with a population of less than 3,000,000, is willing to strain her financial resources in underwriting the assurance of new and greater achievements of her youth.

PEABODY BIMONTHLY BOOKNOTES

Selected Professional and Cultural Books for a Teacher's Library
November 1946

Booknotes Committee: Ruby Cundiff, Susan B. Riley, Norman Frost, Chairman.
Secretary to the Committee: Martha Dorris.

Annotators for this issue: O. C. Ault, Chester P. Bailey, Ralph F. Berdie, Frances R. Bottum, John E. Brewton, Beatrice M. Clutch, A. L. Crabb, Leonidas W. Crawford, Ruby E. Cundiff, C. Alicia Dickson, Ruth B. Duncan, George S. Dutch, Irma S. Fenker, Norman Frost, Susan W. Gray, L. Lawton Gore, Julia Hodgson, A. M. Holladay, Grace Irvine, Frieda Johnson, J. H. Lancaster, Virginia Muncie, Donald Michelson, Eugenia F. Moseley, Mamie Newman, Norman L. Parks, Susan B. Riley, Joseph Roemer, Jesse M. Shaver, S. L. Smith, Edwin E. Stein, Dorman G. Stout, Guyton Teague, J. Allen Tower, Esther White, Mary P. Wilson, Theodore Woodward.

Arts

ARMITAGE, MERLE. *Notes on Modern Printing*. William E. Rudge's Sons, c1945. 71p. \$5.00

A book on the design and typography of the modern book. It is of interest to students of graphic arts. The illustrations are profuse and good and the text is presented well.

Art Foundation. *Art News Annual*. Art Foundation, 1945. 172p. \$2.00.

A richly illustrated special issue devoted to the future, past, and present of the Metropolitan Museum of Art; the seventy-fifth anniversary of America's largest public collection.

BARNE, KITTY. *Listening to the Orchestra*. Bobbs-Merrill Co., c1946. 299p. \$2.75.

A book that will be of particular value to the layman interested in serious orchestral music. Miss Barne introduces the reader to the instruments of the Orchestra in an intelligent but non-technical discussion, then traces the use of the Orchestra by the "Greats" of music history. Interesting facts about the Orchestra, its music, and its composers are presented in a delightful easy-to-read style.

BIEGELEISEN, J. I. *Poster Design*. Greenberg Publisher, Inc., c1945. 100p. \$3.50.

Informal and factual presentation of the know-how of poster design. Well illustrated with effective examples of poster art.

BRADLEY, CHARLES B. *Design in the Industrial Arts*. Manual Arts Press, 1946. 254p. \$3.00.

Part I gives the basic factors and essential principles of design in a concrete manner. Part II discusses the practice of design and its application to present day industrial materials. Well illustrated with photographs

and drawings. A useful book for Industrial Art students.

COOKE, DAVID C., ed. *Guide to Model Aircraft*. Robert M. McBride and Co., c1945. 287p. \$3.00.

A nontechnical manual of model aircraft building giving directions, pictures, diagrams, and explanations for building every type of model plane. Illustrations adequate and type large and readable. A help to anyone interested in model building as a hobby or teaching aid.

DuBOIS, J. H., and PRIBBLE, W. I. *Plastics Mold Engineering*. American Technical Society, 1946. 494p. \$7.00.

A technical treatise on plastic molds including all general types and steps in their designing, making, and use and the materials for making same. Well illustrated.

EISENBERG, JAMES. *Commercial Art of Show Card Lettering*. D. Van Nostrand Co., c1945. 149p. \$3.50.

A complete treatment of show card lettering, giving a working knowledge of skills, freebrush alphabets, layouts, and displays. Good as text or reference for vocational classes.

HOGBOOM, AMY. *Birds and How to Draw Them*. Vanguard Press, c1945. 39p. \$1.00.

A child's book of photographs and short accounts of nine different birds with simple step-by-step line drawings of each.

MAHLER, ALMA. *Gustav Mahler*. Viking Press, 1946. 277p. \$5.00.

A straight forward account of Alma Mahler's life with the famous composer, Gustav Mahler—a great musician whose music is relatively unknown by the American public. Interesting facts concerning Mahler and his musical contemporaries are revealed.

PICKEN, MARY BROOKS. *Sewing For*

the Home. Rev. Ed. Harper and Brothers, c1946. 211p. \$3.50.

The inexperienced homemaker will find many helpful suggestions in this book which will aid in making her home an attractive one, be it large or small. The colored illustrations are helpful and the construction directions are well illustrated.

WILLS, ROYAL BARRY. *Better Houses For Budgeteers*. Architectural Book Publishing Co., c1946. 110p. \$3.00.

Anyone who wishes to study building design and house planning will enjoy this book. The illustrations are clear and well done, with not too much information given. Builders will find many ideas for better ways of arranging areas in the house.

YOSELOFF, MARTIN. *City of the Mardi Gras*; illustrated by Harry L. De Vore, Jr. Bernard Ackerman, Inc., c1946. 117p. \$3.50.

An album of fifty pen drawings of the old and the new of America's most romantic city. Brief descriptive text faces each drawing of this gift book.

Children's Literature

AGETON, ARTHUR A. *Mary Jo and Little Liu*. Whittlesey House, c1945. unip. \$1.75.

An American girl and Chinese boy become friends. Pleasing story laid against a background of Chinese friendliness, which, by its very graciousness, destroys all ideas of racial prejudices. Third-grade level.

ANDERSEN, HANS CHRISTIAN. *Andersen's Fairy Tales*; illustrated by John Taylor. Hyperion Press, c1946. 56p. \$2.50.

Eight stories retold with a modern touch in abridged form. Modern bright illustrations. Grades 4-6.

AVERILL, ESTHER. *Daniel Boone*; illustrations by Feodor Rojankovsky. Harper and Brothers, c1945. 59p. \$1.50.

A thrilling story of the rugged frontiersman and the hardships endured in settling the Kentucky wilderness. Excellent colored illustrations. In brief form the author has told entertainingly the essentials of Boone's life, accenting his adventures with the Indians. Grades 3-6.

BAILEY, BERNADINE. *The Youngest WAC Comes Home*. Julian Messner, Inc., c-1946. 224p. \$2.00.

High-school girls will revel in the exciting experiences of Terry Thompson, a WAC. Injured by a robot bomb in London, she returns home and re-adjusts herself to civilian life, finally entering the field of occupational therapy. Of very little value. Grades 9-11.

BOGAN, SAMUEL D. *Let the Coyotes Howl*. G. P. Putnam's Sons, c1946. 159p. \$2.50.

The diary of a Scoutmaster from New Haven, Connecticut covering an archeological expedition which he and six of his boys made to the National Scout Ranch in New Mexico. Skillfully written, the narrative includes some excellent bits of advice without seeming to moralize. Grades 7-10.

BOTHWELL, JEAN. *The Thirteenth Stone*. Harcourt, Brace and Co., c1946. 225p. \$2.00.

A young Hindu boy visits a fair and discovers he is a prince. Good atmosphere. Prize winner in New York Herald Tribune Spring Book Festival. Children eight to twelve.

BROWN PAUL. *Merryleg's*. Charles Scribner's Sons, c1946. unip. \$1.50.

A life sized rocking pony and a boy. The child from six to eight who longs for a pony will enjoy reading this little book.

CAMPBELL, ALFRED S., and CAMPBELL, HELEN M. *Applejack for Breakfast*. Charles Scribner's Sons, 1946. 191p. \$2.50.

The adventures of two city folk and their ten-year-old daughter making a success of a farm in New Jersey. For upper grades.

CARROLL, LEWIS. *Through the Looking Glass*. Whittlesey House, c1946. 98p. \$1.25.

The well-loved classic in colorful binding which harmonized with John Tenniel's original illustrations on a yellow background. Text is unchanged with excellent typography. Large size. Grades 4-6.

CAVANAH, FRANCES, and WEIR, RUTH CROMER. *Private Pepper Comes Home*. A. Whitman and Co., 1945. 32p. \$1.25.

A wounded collie's return from the Pacific, his reconversion training, his reactions to his home, and his capture of a burglar. Grades 4-7.

CLEVELAND, ROBERT. *Cappy Dick's Pastime Book*. Greenberg Publisher, Inc., 1946. 211p. \$2.00.

Things to make, games to play, and things to do for children of about 8 to 12 years of age. There are 185 suggestions that will be helpful for anyone trying to keep children occupied.

CHURCH, RICHARD. *A Squirrel Called Rufus*. John C. Winston Co., c1946. 196p. \$2.00.

An analogy of the recent war, with squirrels humanized in a story of the defense of red squirrels from grey squirrel invaders. Grades 4-7.

COATSWORTH, ELIZABETH. *The Kitten Stand*. Grosset and Dunlap, c1945. unip. 50c.

Trudy and Kate saved their six kittens from being chloroformed by selling them at a roadside stand. Pictures of children and cats in various cunning poses adorn almost every page. Book to be read aloud. Grades 1-4.

COE DOUGLAS. *The Burma Road*. Julian Messner, Inc., c1946. 192p. \$2.50.

In spite of liquid mud, purple leeches, and Jap snipers, American engineers with bulldozers and Chinese coolies with bare hands scratched out the Burma Road. This is an authentic account of that almost unbelievable achievement. Foreign place names are confusing, but story will appeal to high-school lovers of adventure and conquest. Grades 9-12.

DALGLIESH, ALICE. *Reuben and His Red Wheelbarrow*. Grosset and Dunlap, c1946. unnp. 50c.

Reuben's fourth birthday present of a red wheelbarrow provides excitement. Colorful illustrations in a Victorian style. A story Parade Picture Book.

DE ANGELI, MARGUERITE. *Bright April*. Doubleday and Co., c1946. 88p.

The everyday world of brown-skinned, ten-year-old April, in a Philadelphia suburb setting, with well-handled incidents involving color. Human qualities superbly portrayed. Runner-up for the New York Herald Tribune Award for 1946. Reading level, grades 3-5; to read aloud for ages 6-9.

DEWITT, JOHANNA. *The Littlest Reindeer*. Children's Press, Inc., c1946. unnp. \$1.00.

An unhappy reindeer, having no antlers, leaves the herd and travels far and wide. Attractive illustrations. Picture story book for pre-school children.

DYER, CAROLINE. *The Three Famous Ugly Sisters*. Whittlesey House, c1946. unnp. \$1.75.

Three sisters who came down from their Castle on the Cliff to carry on their work by scaring away the wolf, the crow, or any trouble that came to the people of Happy Land. Gay illustrations. Book to read aloud. Grades 1-4.

ERSKINE, DOROTHY. *Russia's Story*. Thomas Y. Crowell, c1946. 154p. \$2.50.

This lively story of a vast country tells of the daily lives of people who live in the cities, on collective farms, or in the cold Arctic regions. It is good reading for young Americans.

FISHER, AILEEN. *That's Why*. Thomas Nelson and Sons, c1946. 96p. \$1.50.

This is the author's fourth book of poetry for children. One hundred twenty gay verses that tell among other things how snow has a soda cracker crunch in winter; how awful it is for mothers to spend their time by the window reading and mending when there's ice on the river and coasting on the hill; how a caterpillar never should complain because he turns into a butterfly and gets to be a pilot of his private aeroplane; and how country people wonder more than city people because they have more room for wondering. Clever verses with the usual silhouettes by the author.

GARST, SHANNON. *Scotty Allan*. Julian Messner, Inc., c1946. 238p. \$2.50.

True story of a Scotchman in Alaska who trapped furs, trained dog teams and racing dogs, culminating in the original K 9 Corps in World War I. Interesting to boys. Sketchily written. Grades 7-10.

GUBERLET, MURIEL LEWIN. *Hermie's Trailer House*. Jaques Cattell Press, c1945. 32p. \$1.25.

A hermit crab adopts a shell as a house. Background of scientific information on sea life. Ages 6-9.

HENDERSON, LE GRAND. *Augustus Hits the Road*. Bobbs-Merrill Co., c1946. 136p. \$2.00.

Augustus and his entire family take to the road in a trailer. Counterfeit money causes Pop to land in jail, but the counterfeiter is found. A good mystery which will please children in elementary grades. Grades 4-6.

HOLT, STEPHEN. *Wild Palomino*. Longmans, Green and Co., 1946. 151p. \$2.00.

Des Harmon captures Rocket, the wild palomino, saves the ranch, finds a lost gold mine, wins the calf roping championship of the world, and outwits a Mexican in this melodramatic story for Junior High School readers. Grades 7-9.

HUFF, DARRELL. *The Dog That Came True*. McGraw-Hill Book Co., c1946. 59p. \$1.25.

William was determined to have a big, shaggy dog, but receives a cocker spaniel. A read-aloud story book for the young boy, with too much description and too few illustrations. Grades 1-4.

HUTCHINS, FRANK, and HUTCHINS, CORTELLE. *Thomas Jefferson*. Longmans, Green and Co., 1946. 279p. \$2.50.

An informally written life of Jefferson, on about Junior High School level. The account traces the growth of Jefferson as a man, and as a statesman. Like most biographies it is partisan, but it does give the real feeling of the growth of greatness in a great man.

JOHNSON, MARGARET S., and JOHNSON, HELEN LOSSING. *Vicki*. Harcourt, Brace and Co., c1946. 87p. \$2.00.

A Boxer puppy becomes a Seeing Eye dog, and finally overcomes her fear of loud noises. An attractive book with clear print and beautiful pencil drawings. Grades 3-5.

JUSTUS, MAY. *Fiddlers' Fair*. A. Whitman and Co., 1945. 32p. \$1.25.

A mountain feud which started at a fiddlers' contest. Vocabulary more than ordinarily difficult. Book to read aloud. Grades 1-4.

JUSTUS, MAY. *Hurrah for Jerry Jake*. A. Whitman and Co., 1945. 64p. \$1.50.

"Jerusalem-and-Jericho! They're tearing our schoolhouse down!" cried Jerry Jake of Little Twin Mountain. With grandpappy's help, he saved it twice. Interesting portrayal of Eastern Tennessee mountain life. Grades 2-4.

KALIBALA, E. BALINTUMA, and DAVIS, MARY G. *Wakaima and the Clay Man*. Longmans, Green and Co., c1946. 145p. \$2.00.

This collection of authentic East African folk tales, reminiscent of "Uncle Remus," reveals much of the rich heritage of the Baganda Tribe. Large type. Grades 2-5.

KINGSLEY, CHARLES. *The Water Babies*. Hyperion Press, c1946. 56p. \$2.50.

A shortened adaptation of the famous English classic. Well illustrated with 28 delicate paintings done in water colors. Grades 3-7.

KUBIE, NORA BENJAMIN. *Make Way For a Sailor!* Reynal and Hitchcock, c1946. 161p. \$2.00.

An interesting but slightly improbable adventure story for the intermediate age. A city boy conquers a sailing dinghy single-handed to prove the boast made in desperation that he "could sail a boat perfectly well" if he tried. Illustrated. Grades 4-7.

KUNHARDT, DOROTHY. *Once There Was a Little Boy*; illustrated by Helen Sewell. Viking Press, 1946. 66p. \$2.50.

A beautiful story of the child Jesus when five years old, with emphasis on his family life. Stylized illustrations. Book to read aloud. Grades 1-4.

LAMBERT, JANET. *Up Goes the Curtain*. E. P. Dutton and Co., 1946. 189p. \$2.00.

Another Penny Parrish book in which Penny reaches success on Broadway. Between rehearsals Penny captures a spy at Fort Knox. Much information interesting to a stage-struck girl. Grades 7-10.

LAWRENCE, ISABELLE. *The Gift of the Golden Cup*. Bobbs-Merrill Co., c1946. 288p. \$2.00.

Everyday life and customs of Rome and Greece are revealed in this story of a twelve-year-old niece of Julius Caesar stolen by pirates. Interesting to both girls and boys of Junior High School age.

LEVY, SARA G. *Mother Goose Rhymes*. Bloch Publishing Co., 1945. 61p. \$1.25.

A fascinating and attractive book for the young Jewish child. These are verses, based on the rhythm of the original Mother Goose, which teach customs and ceremonies, and the Jewish holidays, and familiarize the child with simple words and expressions in Hebrew about the toys he plays with, his family, and general surroundings. A glossary is included containing the pronunciation and meaning of every Hebrew word used. Each of the 77 verses has a special illustration by Jessie B. Robinsons.

LINDMAN, MAJ. *Flicka, Ricka, Dicka and a Little Dog*. A Whitman and Co., 1946. unp. \$1.00.

The three little girls want to keep a lost

dog, but finding the owner they must return it. Sixth in Flicka, Ricka, Dicka Series. Good full-page illustrations. Picture story book for pre-school children and grades 1-2.

MCKINLEY, CHARLES, JR. *Harriett*; illustrated by William Pene Du Bois. Viking Press, c1946. 44p. \$2.00.

A London hat designer takes Harriett, a most elegant horse, to a farm in Surrey where he makes her fondest dream come true. Charming illustrations reflecting perfectly the printed content. A must for children. Honor book in 1946 Spring Book Festival of the New York Herald-Tribune. Grades 1-3.

MC SWIGAN, MARIE. *Hi, Barney!* E. P. Dutton and Co., 1946. 175p. \$2.00.

Barney, the eight-year-old son of an R. A. F. pilot and an American mother, hires the servants, celebrates his birthday, and gets lost. For boys and girls from 8 to 11.

MARSHALL, ROSAMOND VAN DER ZEE. *The Treasure of Shafto*. Julian Messner, Inc., c1946. 217p. \$2.00.

Story of eighteenth-century England and Germany with all the elements of a thrilling adventure story—a tragic duel, a hazardous flight across Germany, a castle to be seized, buried treasure to be discovered, and a touch of romance. Grades 6-8.

MAZET, HORACE S., LT. COL. *Eagles in the Sky*. Westminster Press, c1946. 189p. \$1.00.

Story of a night fighter squadron operating in the China Sea area against the Japanese. The description of the fear of night flying and the experience of combat will appeal to teen-age boys. Grades 7-11.

MERWIN, DECIE. *Time For Tammie*. Oxford University Press, c1946. 39p. \$1.50.

Designed to make learning to tell time a game for small children. Tammie pretends that her arms are the hands of a clock. Lively illustrations by the author. For pre-school children and grade 1.

MILLER, WARREN HASTINGS. *The Home-Builders*; illustrated by Kurt Wiese. John C. Winston Co., c1946. 296p. \$2.00.

Rebuilding an ancestral Pennsylvania farm home after a fire. The trials and joys of the family are both human and delightful. Descriptions of sixteen-year-old Seth's 4-H Club activities and farm interests will have special appeal to rural youth. Grades 6-10.

MINER, LEWIS S. *Wild Waters*. Julian Messner, Inc., c1946. 185p. \$2.00.

Life on the Mississippi just before the Civil War and the courage of Sam Hawks, whose father, a ship owner, sent him away to learn the ways of the river and earn his pilot's license for himself. Full of excitement and adventure. Boys of Junior and Senior High Schools will enjoy it. Grades 8-10.

NEVIN, EVELYN C. *The Lost Children of the Shoshones*; illustrated by Manning De V. Lee. Westminster Press, c1946. 123p. \$2.00.

Life and customs of the Shoshone and Blackfoot Indians of the early Northwest, the hazardous adventures of Sacajawea, as captive of the Blackfeet, and later as the guide of the Lewis and Clark Expedition. Grades 7-10.

NOBLE, ELSIE. *Alaska Trail Dogs*. Richard R. Smith, c1945. 150p. \$2.50.

True stories of seven famous lead dogs of Alaska and the Klondike. Their training, and the dangers and experiences in traveling the northern trails will interest Junior or Senior High School students. Authentic history and geography; excellent illustrations. Grades 8-10.

O'HARA, MARY. *Green Grass of Wyoming*. J. B. Lippincott Co., c1946. 319p. \$2.75.

To *My Friend Flicka* and *Thunderhead* is added this third book of the McLaughlin family and their horses. The same charm pervades this continuation of the story. There is added romance, not quite so skillfully handled.

OLDS, HELEN DIEHL. *Lark, Radio Singer*. Julian Messner, Inc., 1946. 256p. \$2.00.

Light mystery career romance. Junior High students. Conversational style. Grades 7-10.

PALMER, ROBIN. *Ship's Dog*. Grosset and Dunlap, c1945, unp. 50c.

Columbus stows away on a schooner and earns his place as a ship's dog. Appealing to the very young boy, grades 1-2, with a yearning for sea adventure. A story Parade picture book.

PATTON, LUCIA. *The Little River of Gold*. A. Whitman and Co., 1946. 31p. \$1.00.

How Johnny and Judy go in search for the pot of gold which is at the end of the rainbow. Through Uncle Tom they learn what a pot of gold really is. Manuscript alphabet. Book to read aloud. Grades 1-4.

PEGGY CLOTH-BOOKS, INC. *Let's Be Friends. Let's See*. Peggy Cloth-Books, Inc., c1946.

Picture books designed for very small children. They are made of cloth and are of a size easily managed by small fingers. They are excellent books for very young children. Their chief merit lies in their bright colorful presentation of familiar objects and in their indestructibility.

PINKERTON, KATHRENE. *Windigo*. Harcourt, Brace and Co., c1945. 223p. \$2.00.

Wholesome adventure story of the Jackman family who live on a fox farm in Ontario who, with sympathetic understanding of the Indians, rid them of a superstition which almost ruins a trading colony. Junior and Senior High School.

QUIGG, JANE. *Looking For Lucky*. Howell, Soskin and Co., c1946. 29p. \$1.00.

A lost kitten is returned several times by mistake. Ages 4-8.

SCHNEIDER, NINA, and SCHNEIDER, HERMAN. *Let's Find Out*; illustrated by Jeanne Bendick. William R. Scott, Inc., c1946. 38p. \$1.25.

An illustrated account of practical experiments which a boy or a girl would enjoy reading about and doing. Its style is precise and covers well the basic scientific principles. Third-grade reading level.

SEAMAN, LOUISE. *The Brave Bantam*. Macmillan Co., 1946. unp. \$1.00.

The picture book story of a bossy, little bantam hen, how she managed the chickenyard, and helped to win the war. Grades 1-2.

SELSAM, MILLICENT E. *Egg to Chick*; illustrated by Frances Wells. International Publishers Co., c1946. unp. \$1.00.

The complete story of how a white egg can become a fluffy yellow chick, written by a biology teacher. The illustrations are scientifically accurate for each of the twenty-one days of development. The book also unfolds the pattern of all animal growth. Grades 1-4.

SEYMOUR, FLORA WARREN. *Bird Girl: Sacagawea*; illustrated by Edward C. Caswell. Bobbs-Merrill Co., c1945. 187p.

An Indian girl, in realizing her childhood longings to see the world beyond her mountains won undying fame as an interpreter for the Lewis and Clark Expedition. An interesting study of Indian life on the Great Plains. Grades 4-7.

SIMON, SOLOMON. *The Wise Men of Helm and Their Merry Tales*. Behrman House, Publishers, 1945. 135p. \$2.50.

Folk tales of a Polish city, originally published in Yiddish. Interesting mainly to story tellers.

SMITH, VIRGINIA and SMITH, NEVILLE. *Little Janie's Christmas*. Wilcox and Follett Publishing Co., c1946. unp. \$1.00.

A red-haired kitten tries the outside world and finds a home with the McGillicuddy's, whose sailor son takes him to sea. Cleverly illustrated. Grades 1-3.

STEINER, CHARLOTTE. *A Surprise for Mrs. Bunny*. Grossett and Dunlap, c1945. unp. 50c.

A picture story book about a lively, lovable bunny family. Nursery and first-grade children. A surprise ending. Preschool.

STEVENSON, AUGUSTA. *Paul Revere, Boy of Old Boston*. Bobbs-Merrill Co.,

1946. 184p. \$1.50. (Childhood of Famous Americans Series).

In simple, easy-to-read style the author tells of boyhood incidents which helped to make Paul Revere a patriot. As a boy messenger he learns the country and the people so that when, as a man, he is called to make his famous ride he knows what to do and where to go. Grades 4-6.

STRONG, CHARLES. *Stranger at the Inlet, a Roger Baxter Mystery*. Julian Messner, Inc., 1946. \$2.00.

An adventure story which will appeal to all boys, especially those with mechanical and electrical interests. Roger and Bill Baxter, fourteen and twelve, use their electrical knowledge to catch smugglers in New England. "Addicts of the 'Comics' will find the Baxters thoroughly satisfying." Grades 7-9.

TOUSEY, SANFORD. *White Prince, the Arabian Horse*. A. Whitman and Co., 1945. 32p. \$1.25.

An appealing mixture of fantasy and reality in an Irish tale of a lonely boy, a little girl, and a grandmother whose wishes come true. Book to read aloud. Grades 1-3.

VON HAGEN, VICTOR W. *South American Zoo*. Julian Messner, Inc., c1946. 182p. \$2.50.

Animal life of four parts described—mountain, jungle, pampas, and islands. Vivid word pictures. Upper grades and high school.

WATSON, KATHERINE WILLIAMS. *Their Way*. A. Whitman and Co., 1945. 160p. \$2.00.

A collection of imaginative short stories for children, featuring qualities of kindness and benevolence. Good for storytellers. Books to read aloud. Ages 6-9.

WEIL, ANN. *Animal Families*; illustrated by Roger Vernam. Greenberg Publisher, Inc., c1946. unpag. \$1.50.

Short simple stories dealing with the fathers, mothers, and babies of animals well known and loved by children. Colorful, life-like pictures. Grades 1-2.

WIDDEMER, MABEL CLELAND. *Washington Irving*. Bobbs-Merrill Co., c1946. 204p. \$1.50. (Childhood of Famous Americans Series).

A colorful account of Irving and his friends as they hunted and fished, and of the many interesting stories he collected during these adventures, with the atmosphere of Old New York just after the Revolution. Large print. Grades 4-6.

WÖHLBERG, MEG. *Jody's Wonderful Day*. Crown Publishers, c1945. unpag.

The experiences of a boy on his fifth birthday. Bright, animated illustrations supplementing the easy-to-read text. For beginning readers.

Education and Psychology

APPLEBAUM, STELLA B. *Baby, a Mother's Manual*. Ziff-Davis Publishing Co., c1946. 114p. \$2.50.

Tells through words and excellent pictures the complete care and whole development of the life of the baby from conception to about two years. It has no superior for true and up-to-date information for the young mother, and it is entertaining reading and looking for every adult interested in family life.

AYDELOTTE, FRANK. *The American Rhodes Scholarships*. Princeton University Press, 1946. 208p. \$2.00.

This is a record of Rhodes Scholarships plan developed in this century, an interesting commentary on the educational system and student life of Oxford, a directory of all Americans who received Rhodes Scholarships up to the time of publication.

BRAMELD, THEODORE. *Minority Problems in the Public Schools*. Harper and Brothers, c1946. 264p. \$2.50. (Problems of Race and Culture in American Education).

A study and evaluation of policies and practices of human relations among different racial, religious, nationality, and social-economic groups in schools. It will be most helpful to school administrators and teachers who desire to foster better relationship among these various groups.

CARRINGTON, HEReward. *The Invisi-Transference*. Creative Age Press, c1946. 287p. \$2.50.

This is a survey of the more interesting experiments conducted in the investigation of mental telepathy. Theories of thought transference are discussed and the author's own theory, which he calls the "association theory" is presented. His biases are often apparent in the discussion.

CARRINGTON, HEReward. *The Invisible World*. Bernard Ackerman, Inc., 1946. 190p. \$2.50.

The director of the American Psychical Institute presents the case for the supernatural. There are chapters on such phenomena as haunted houses, various psychic mediums, poltergeist, and magic.

CASWELL, HOLLIS L., ed. *The American High School*. Harper and Brothers, c1946. 264p. \$3.00. (Eighth Yearbook of the John Dewey Society).

A series of thirteen discussions on articles concerning certain aspects of secondary education. The sections on the development of youth, on the curriculum, and on guidance are particularly good.

DEHUFF, ELIZABETH. *Toodle's Baby Brother*. University of New Mexico, 1946. 98p. \$1.50.

The story of a new baby, his trials and tribulations, and how they are met by his father and mother, and by his special friend and guardian, big sister Toodle, aged three and a half.

FINCH, F. H. *Enrollment Increases and Changes in the Mental Level of the High-School Population*. Stanford University Press, 1946. 75p. \$1.25. (Applied Psychology Monographs, No. 10).

The author has reviewed studies appearing between 1916 and 1942 and discovered that in spite of an eight-fold increase in the relative numbers of people attending high school during that period, there has been no discoverable decrease in the average intelligence of the high-school population. Data is then presented obtained from a test-retest program in a rural and an urban high school, the first test given in 1923 and the second in 1942, and again the intellectual level of the two groups was found to have remained stable. The results challenge those teachers who regret the poor students with whom they now have to work.

GORE, MICHAEL. *101 Ways to be Your Own Boss*. Arco Publishing Co., c1945. 128p. \$1.00.

A collection of articles on various business opportunities which give logical advice about how to start and carry on these enterprises. The guidance is general and over-enthusiastic in its assurances of success.

HOLLAWAY, OTTO, DIRECTOR. *Resource and Use Education Workshop*. Alabama Polytechnic Institute, 1946.

Five reports, designed for use in elementary and high school. The emphasis is upon use of land and forest.

LINKE, A. ADOLPHE. *A Study in Reconstructive Mental Hygiene*. Meador Publishing Co., c1945. 249p. \$3.00.

The author quotes liberally from non-technical psychological and psychiatric sources. His discussion is general in nature and will interest only those individuals who have no background in the field of mental hygiene. To them it will present a picture greatly oversimplified.

MORT, PAUL R. *Principles of School Administration*. McGraw-Hill Book Co., 1946. 388p. \$3.50. (McGraw-Hill Series in Education).

Distinctly a different approach to problems of school administration, by an author thoroughly familiar with traditional treatment and techniques. He calls it a "synthesis of basic concepts." It is both philosophic and practical. Every superintendent and most principals will profit from this book.

MULHERN, JAMES. *A History of Education*. Ronald Press, c1946. 647p. \$4.50.

This text is well conceived and well written. The general appearance of the pages is a bit monotonous, but the reading is not. Furthermore, it brings its materials more

nearly to date than any text of our acquaintance.

National Society for the Study of Education. *Measurement of Understanding*, edited by Nelson B. Henry. University of Chicago Press, 1946. 338p. \$3.00. (Forty-fifth Yearbook of the National Society for the Study of Education, Part I).

The classroom teacher will find much in this volume that will help in the evaluation of understanding. Suggestions are included not only regarding the construction of tests to measure understanding but also regarding non-test techniques of determining if understanding has been achieved. The book is of a nontechnical nature and on the whole is as well organized as the nebulous nature of the concept of "understanding" will allow. Few, if any, experimental results are discussed. Much emphasis is placed upon illustrative material and practical applications.

SPOCK, BENJAMIN. *The Common Sense Book of Baby and Child Care*. Duell, Sloan and Pearce, c1945. 527p. \$3.00.

A book for all who are interested in understanding a child. Its friendly approach helps parents enjoy their children. It also gives the information necessary to care for this growing organism and is one of the most comprehensive studies of infant and child.

Health and Physical Education

CHADWICK, HENRY D., and POPE, ALTON S. *The Modern Attack on Tuberculosis*. rev. ed. Commonwealth Fund, 1946. 134p. \$1.00.

This revised edition of a handbook on tuberculosis should be carefully read by those interested in an effective control program. Considerable emphasis is placed on techniques, control measures, and recent developments in administration practice.

CROMWELL, GERTRUDE E. *The Health of the School Child*. W. B. Saunders Co., 1946. 256p. \$2.50.

This is a very fine addition to the literature in School Health and School Nursing. The emphasis is placed on protecting the health of the school child. The writer shows that the school health program is not the responsibility of any one person; the school and community must take their share of responsibility for leadership and guidance.

Literature

BODENHEIM, MAXWELL. *Selected Poems*. Beechhurst Press, 1946. 193p. \$3.50.

A major collection of poems covering the whole writing period of the author from 1914-1944. In this first major collection of Bodenheim's poetry proof is found of his position as one of the important poets of our day. Selections show his range from lyric

descriptions to compassionate and sometimes bitter treatment of the evils of society and their effect on people.

BROWN, SHARON. *Present Tense*. Harcourt, Brace and Co., c1945. 762p. \$2.50.

The title of this anthology gives its theme in a nutshell. It consists of a general survey of contemporary literature as interpreted by outstanding writers of our time.

DEKOBRA, MAURICE. *Paradise in Montparnasse*. Beechhurst Press, c1946. 222p. \$2.50.

A light and at times amusing tale of an American soldier from Boston who preferred Paris and lived there in the interval between World Wars I and II. Written in diary form, the author often manages to get on paper the Gallic touch and atmosphere.

FRYE, RALPH. *Uncle 'Lish*. Alfred A. Knopf, Inc., 1945. 197p. \$2.00.

Salty reminiscences of a lovable old New England sea captain—sharp tongued, cantankerous, and full of devilment.

GOULD, JEAN. *Miss Emily*; illustrated by Ursula Koering. Houghton Mifflin Co., 1946. 220p. \$2.50.

An attempt to unravel the complexities of Emily Dickinson's New England girlhood and its effect on her poetry. High school.

GRELLE, LEONE RICE. *Country Road*. Macmillan Co., 1945. 83p. \$1.50

Here is the poetry of wind and weather, and of seasons; and of the moods and dreamings kindled in a listening heart by the whims of sky and forest. Lamp-light is here; and woodsmoke; and the good smell of damp earth at spring ploughing. Such poetry encourages one, for it proves that a writer does not have to be interesting. It also shows how unendingly important is "the constant goodness of the commonplace." Every lover of the country and of good poetry will want this book.

LADY, DEAR DOG. *Dogs in the News*. Paebar Co., c1945. 484p. \$3.75.

Announced as an annual, this first issue gives the dog-lover a wealth of human-interest stories gathered from all the states. Part II covers the various agencies and technical aspects of the dog world.

LAMB HAROLD. *Alexander of Macedonia*. Doubleday and Co., 1946. 402p.

The author's note is excellent. "So this book is a re-creation from imagination only in the sense that details were pieced together from different sources on the scene itself, in an attempt to form a whole." Alexander is shown as a sensitive student, almost forced into action, and drawn on by an insatiable curiosity. Excellently written. Recommended for high school and college.

RILKE, RAINER MARIA. *Thirty-one Poems*. Bernard Ackerman, Inc., c1946. 47p. \$2.00.

Selected poems covering the whole creative period of Rilke translated by Ludwig

Lewisohn who in his versions of the poems and the introductory essay shows an invaluable understanding of the art and the meaning of the poet.

THOMAS, HENRY, and THOMAS, DANA LEE. *Living Biographies of Famous Women*. Blue Ribbon Books, 1946. 313p. \$1.00.

Engaging portrait studies of twenty women from Cleopatra to Madame Chiang Kai-shek who have influenced history. The sketches read as easily as short stories, yet are sufficiently exact as history.

THOMPSON, ERA BELL. *American Daughter*. University of Chicago Press, c1946. 301p. \$3.00.

An autobiography of a Negro girl from Iowa. Her deep understanding of people, her hardships, college education, her belief in the power of friendship and good humor, and interesting style of writing, have enabled her to write a book that will interest every good reader. Her story is a grand example of racial tolerance and good will.

WOODWARD, W. E. *Meet General Grant*. Liveright Publishing Corp., c1946. 524p. \$1.98. (Black and Gold Library Books).

A 1946 edition of this standard life of General Grant. The mechanical make-up is excellent, and the price is reasonable. This biography is recognized as both accurate and of high literary quality.

Reference

Doctoral Dissertations Accepted by American Universities, 1944-1945 (No. 12), compiled for The Association of Research Libraries edited by Arnold H. Trotter. H. W. Wilson Co., 1945. 68p. \$1.50.

This annual bibliography records dissertations from 87 institutions in the usual classified list with an alphabetical subject index and an index of authors. Continued, also, are the list of periodic university publications abstracting dissertations, and statistical tables showing distribution of doctorates by university and by subject.

HARRISON, SHELBY M., and ANDREWS, F. EMERSON. *American Foundations For Social Welfare*. Russell Sage Foundation, 1946. 249p. \$2.00.

An authoritative descriptive directory of 505 foundations engaged in social welfare activities. Part I covers the rise of foundations; the second part comprises the directory. This is an extensive revision of the 1938 directory issued by the Foundation.

HICKEY, JOHN HOSFORD, and BEACH, PRISCILLA. *Know Your Cat*. Harper and Brothers, c1946. 251p. \$2.50.

An interesting history of the domestic cat with philosophical reflections interspersed with observations and quotations from famous people. It furnishes simple

discussions on choosing a kitten and on the care of cats under all kinds of conditions.

KUNS, RAY F., and PLUMRIDGE, TOM. *C. Automobile Maintenance.* American Technical Society, 1946. 735p.

An authoritative text including service station operation, motor analysis, trucks, wiring diagrams, and data sheets on all popular makes of American automobiles. The illustrations are good and diagrams and explanations clear. Written for college level of understanding.

STIMPSON, GEORGE. *A Book About a Thousand Things.* Harper and Brothers. c1946. 552p. \$3.50.

A fascinating collection of information about some of the things that have intrigued or puzzled one. Here may be found the answer to "Why is New York City called Gotham?" and 999 other queries.

U. S. Government Information Service, Division of Public Inquiries, Bureau of Budget. *U. S. Government Manual*, 1st ed., rev. U. S. Government Printing Office, 1946. 708p. \$1.00.

The official handbook of the Federal Government, revised to May 1, 1946.

Winston Dictionary Staff. *The Winston Dictionary, College Edition.* John C. Winston Co., 1946. 1260p. \$3.50 to \$10.00.

The Winston Dictionary is revised annually. This 1946 edition is therefore thoroughly up to date. Since words, their definition, pronunciation and use are the basis of a dictionary it is proper that 1160 of its 1260 pages are devoted to this purpose. The remaining 100 pages give concise and useful information, including 15 pages of maps.

Religion

BOWEN, BARBARA M. *Through Bowen Museum With Bible in Hand.* William B. Eerdmans Publishing Co., 1946. 184p. \$2.00.

This extremely valuable handbook and guide to the Bible, based on first-hand observations during travel in the Holy Land, illuminates the Bible with pertinent information which adds to one's knowledge, understanding, and appreciation of the Scriptures.

DAKIN, ARTHUR. *Calvinism.* Westminster Press, c1946. 228p. \$2.75.

An able analysis of Calvinism in relation to modern problems: theology, the place and purpose of the church; sociology, the "task of fitting the Christian life into the world scheme and regulating all for the glory of God"; politics, the problem of government and the relation of Church and State.

FINEGAN, JACK. *Book of Student Prayers.* Association Press, 1946. unpag. \$1.50.

These two hundred twenty-four prayers,

from fifty to three hundred words in length, grouped under thirty-five categories, are rewarding in verbalizing prayer aspirations of gratitude and guidance in varied aspects of life.

GALLAGHER, BUELL G. *Portrait of a Pilgrim.* Friendship Press, c1946. 184p. \$1.00.

The story of how, because of a sermon on race relations, the minister accepted a challenge, with a thousand-dollar expense account, to show us a year hence "that we can be Christians in race relations," won out.

HOWARD, W. F. *Christianity According to St. John.* Westminster Press, c1946. 226p. \$2.50.

These eight lectures, given at Oxford University, review carefully the Gospel of John together with Johannine literature, with especial emphasis on the words of Jesus, "I am the way, the truth, and the life."

MANSON, WILLIAM. *Jesus the Messiah.* Westminster Press, c1946. 267p. \$2.75.

A scholarly analysis of the various strata or levels of tradition embodied in the Synoptic material.

NELSON, JOHN OLIVER, ed. *We Have This Ministry.* Association Press, c1946. 93p. \$1.50.

Eleven specialists in their respective fields point out with clarity full- and part-time vocational opportunities in eleven aspects of church work.

TITUS, HAROLD H. *Living Issues in Philosophy.* American Book Co., c1946. 436p. \$3.25.

The title is ambitious and challenging but the text does not falter and the result is satisfying. Physically the pages are monotonous, but one who gets through that barrier is repaid.

YINGER, J. MILTON. *Religion in the Struggle For Power.* Duke University Press, 1946. 275p. \$3.00.

A highly stimulative and informative inquiry into the power of religion to control human behavior according to its stated standards and ends. Poses two courses of strategy open to the church as it attempts to give direction to social development. Religious groups are typed according to the strategy they follow: "sect type" and "church type."

Science and Mathematics

HAUSMAN, LEON AUGUSTUS. *Field Book of Eastern Birds.* G. P. Putnam's Sons, c1946. 659p. \$3.75.

An excellent field guide to the birds. The six colored plates contain pictures of ninety-four birds and bird heads. There are also over four hundred black and white drawings. A valuable book for the amateur bird student.

SUTHERLAND, LOUIS. *The Life of the Queen Bee*. Bernard Ackerman, Inc., c1946. 126p. \$2.50.

A fascinating and satisfying book describing the development and activities of the queen bee. It is beautifully printed and bound and is illustrated with reproductions of photographs. It is intended for the general reader, young or old, and is nontechnical. And at the same time unsentimental and straight forward.

DARLINGTON, C. D., and AMMAL, E. K. JANAKI. *Chromosome Atlas of Cultivated Plants*. Macmillan Co., c1945. 397p. \$2.75.

A general survey of the origin of cultivated plants, and of chromosomes and chromosome numbers, is followed by a listing of the cultivated plants from gymnosperms through all the seed plants, including grasses. The number of chromosomes for each species is given together with much other information.

FRANHAM, RICHARD B., and INGHAM, VAN WIE, eds. *Grounds For Living*. Rutgers University Press, 1946. 334p. \$2.50.

A well-illustrated and indexed, easily understood, down-to-earth guide to planning, preparing, planting, and preserving the public service, and private areas about a home.

BLACKWELL, C. D. *Blackwell's Business Mathematics*. Richard R. Smith, 1946. 235p. \$4.00.

A practical manual in business mathematics for men who have occasion to be interested in financial problems. The explanations and problem-illustrations are very clear. The formulae should be understandable to anyone with a reasonable mathematics background.

SCHNEIDER, FRANK. *Qualitative Organic Microanalysis*. John Wiley and Sons, c1946. 218p. \$3.50.

This is a simply written and unusually well-illustrated book dealing with microanalysis qualitatively of organic compounds.

TRIEBOLD, HOWARD O. *Quantitative Analysis*. D. Van Nostrand, c1946. 331p. \$3.00.

This is a specialized book in chemical analysis. However, it gives an introductory discussion of techniques needed, before going into agricultural and food analysis.

Social Science

BEARD, MARY R. *Woman as Force in History*. Macmillan Co., 1946. 369p. \$3.50.

Mrs. Beard disproves the fallacy that medieval woman was submissive to her master. Woman has always been a continuing powerful force in world history, though legally and historically she has been neglected. This book is so filled with documentation and analysis that reading is hard and necessarily slow.

BELLOC, HILAIRE. *The Serville State*. Henry Holt and Co., c1946. 189p. \$2.50.

The first American edition of this well-known book, first published in England in 1912. It is brilliantly written, and defends the thesis that the capitalistic system is tending toward a situation in which most people will be compelled to work for the benefit of a few.

CHASE, STUART. *For This We Fought*. Twentieth Century Fund, c1946. 123p. \$1.00.

The sixth and last of a series by a well-known economist who writes for general understanding. There is a factual presentation of what GI and civilians want and of the economic resources for meeting these wants. Four political precedures are given as forcible, with the "middle-of-the-road" strongly recommended.

COHEN, ARMOND E. *All God's Children*. Macmillan Co., 1946. 104p. \$1.50.

All God's Children by a young Rabbi of one of the largest Conservative Jewish Congregations in the United States presents descriptive sketches of Jewish history, religion, customs, and internal social organization. It raises and answers some salient questions about the Jew that will help to promote better human understanding and more cordial relations between Jews and Christians all over the world. Don't fail to read it.

FOSTER, MULFORD B., and FOSTER, RACINE SARASY. *Brazil*. Jaques Cattell Press, 1945. 314p. \$3.50.

Learning about the unfamiliar world of airplants and jungle flowers is fascinating when one travels "arm chair fashion" with the Fosters as they really explore southern Brazil. Many beautiful photographs and sketches add to the charm of the book.

GIBBERD, KATHLEEN. *Soviet Russia* rev. ed. Royal Institute of International Affairs, 1946. 124p. 5s.

The first three chapters are set forth briefly but clearly; the geography, the political, and economic set-up of Russia. The next and last three chapters attempt to picture the socio-economic life of the people of the Soviet Republic. The first three chapters are commendable and excellently written. The last three chapters must and should be read with great caution and reserve.

HUTTON, GRAHAM. *Midwest at Noon*. University of Chicago Press, c1946. 351p. \$3.50.

An Englishman's view of the American Midwest during the critical years since 1937. Hutton reports the leading part in all enterprises taken by the youth of the Midwest, which he considers the "heart-land" of America. The author looks upon this section as a direct product of the frontier age, and sees an exuberance and an optimism which only the visiting foreigner can detect.

JOHNSON, MYRON M. *The League*. House of Edinboro Publishers, c1946. 52p. \$1.00.

A simple capsule version of history of the League of Nations in so far as it is related with American foreign policy since 1914.

LATOURETTE, KENNETH SCOTT. *The United States Moves Across the Pacific*. Harper and Brothers, c1946. 174p. \$2.00.

Dr. Latourette, distinguished specialist in the history of Christianity and of the Far East, surveys the background leading to the attack on Pearl Harbor, analyzes the factors with which we must deal, and makes suggestions about the policy which we should follow. This book should be read by all interested in our foreign policy, and should be in all college libraries.

LAWYER, KENNETH. *Manual of Small Business Operation*. Prentice-Hall, Inc., 1946. 201p. \$2.35.

A manual written for the person who plans to go into business for himself. It would seem to be valuable for either home study or for class instruction. Material is well organized and the mechanical arrangement encourages the student to put his thoughts on paper.

LOGAN, RAYFORD W. *The Negro and the Post-War World*. Minorities Publishers, c1945. 95p. \$1.50.

A scholarly discussion of the Negro in simple understandable language by a great scholar and author. Every teacher, preacher, and business man and author interested in human welfare and harmonious relationships should read it, and it should find a welcome place in every public school, or college library.

LOEWENSTEIN, KARL. *Political Reconstruction*. Macmillan Co., 1946. 498p. \$4.00.

Post-war political reconstruction, according to the author's thesis, should be guided by the principle that no axis or satellite state or any other nation must be permitted to choose a government which is not a political democracy. He argues against the state-sovereignty principle of Article 3 of the Atlantic Charter and for intervention in the internal affairs of non-democratic states. Scholarly, sound approach, but difficult reading.

LOUD, RUTH McANENY, and WALES, AGNES ADAMS. *New York! New York!* Duell, Sloan and Pearce, c1946. 78p.

A guide book for New Yorkers and visitors. An informative handbook which gives implicit directions as to where to go and how to get there. For the whole family.

McKINLEY, SILAS BENT, and BENT, SILAS. *Old Rough and Ready*. Vanguard Press, 1946. 329p. \$3.00.

A biography of Zachary Taylor and an historical account of his times. Most people know little of his actions as president in postponing the War Between the States. It is possible that if he had lived to complete his term of office that war might have been avoided. The eulogy by Lincoln, which is quoted, adds to the force of the book.

MASON, JOSEPHINE DWIGHT, and O'BRIEN, GERTRUDE E. *Building Our Country*. D. C. Heath and Co., c1946. 205p. \$1.28.

A simple story of the development of the United States, written for adults who have about third- or fourth-grade reading ability.

MATSUMOTO, TORU. *Beyond Prejudice*. Friendship Press, 1946. 145p. \$1.25.

An account of the treatment, attitudes, and present status of 110,000 persons of Japanese descent evacuated by military order from their homes on the West Coast and sent to relocation centers, and how the church and the Japanese Americans have endeavored to solve the problem arising therefrom.

MORGAN, ARTHUR E. *Nowhere Was Somewhere*. University of North Carolina Press, c1946. 234p. \$2.50.

An interesting presentation of the possibility that Moore's Utopia was based largely on the Inca Empire in Peru. There is a shrewd analysis of the nature of Utopian writings and a resume of outstanding examples. The idea that Utopias are to be striven for rather than enjoyed is forcefully presented.

NEUMAN, SIGMUND. *The Future in Perspective*. G. P. Putnam's Sons, c1946. 406p. \$3.50.

An interpretation of world events from 1914 to the present. Neuman presents the period as one whole, divided into five phases, or as he puts it, "acts." World War I; a period of unsatisfactory adjustment; a brief trial for making the treaty of Versailles work; the march of the dictators; and World War II. The UN is presented as the opportunity for working out a planned social order for the world.

PERRY JOSEPHINE. *The Paper Industry*. Longmans, Green and Co., 1946. 128p. \$2.00.

In clear and interesting writing the author tells the story of paper making from the log to the finished product. The history of paper from ancient Egyptian times to the present is traced. Perhaps the most fascinating part describes the important role paper plays in our modern world.

PERRY, JOSEPHINE. *The Petroleum Industry*. Longmans, Green and Co., 1946. 128p. \$2.00.

Another excellent volume has been added to this series of books on industry. The author has the rare ability to write of highly technical operations and processes in non-technical style. This volume on petroleum should be in every school library to help children understand our modern life.

PEYTON, GREEN. *San Antonio, City in the Sun*. Whittlesey House, c1946. 292p. \$3.00.

An interesting journalistic account of both San Antonio and the surrounding region, its history, politics, and economic groups, with due attention to the "curiosities" so freely provided by the city. The book is a good

guide for visitors to San Antonio, and will fill a useful niche in high-school and college libraries.

PRIVITERA, JOSEPH. *The Latin American Front*. Bruce Publishing Co., c1945. 212p. \$2.25.

A collection of fifteen essays on post-war Latin America by a native of the United States with a strong liberal bent. He warns against the danger of the Good Neighbor Policy being warped into a tool of imperialism and points to the embarrassing instances in which we have compromised principle by wining and dining men like Villarael and Morinigo. The book gives a good interpretation of the Aprismo movement and the Chilean Popular Front.

SILVERMAN, SYLVIA S. *Clothing and Appearance*. Teachers College, Columbia University, 1945. 140 p. \$2.10 (Contributions to Education).

A study of the clothing and grooming behavior of a group of 373 high-school girls. A book that would be of interest and value to clothing teachers and those engaged in guidance work.

SMITH, MERRIMAN. *Thank You, Mr. President*. Harper and Brothers, c1946. 304p. \$2.50.

This account of the work of a United Press reporter assigned to the White House does two interesting things: It gives many details of historic events and persons, including Roosevelt and Truman; it shows how news from and about the President is handled.

SMITH, RUTH. *White Man's Burden*. Vanguard Press, c1946. 222p. \$2.00.

A simple and moving story of one person's honest search for racial understanding. Excellent book for libraries frequented by high-school or college students.

STEEL, BYRON. *Let's Visit Mexico*. Robert M. McBride and Co., c1946. 425p. \$3.00.

A guide for travel to Mexico by the author of *Let's Visit Belgium*. The book has suggested itineraries, and the usual travel information for a stranger visiting a foreign country. There is a good bit about the arts and crafts of Mexico, as well as the industries. Good illustrations.

STOVALL, FLOYD, and others, eds. *Reading Around the World*. Macmillan Co., c1946. 738p. \$2.75.

The title rightly describes this excellent collection of readings, for many of the world's best writers of all times and ages are represented. The five parts are concerned with physical description of the world; peoples of the world; organization of society; science and technology; and culture for civilization.

STREET, ALICIA. *The Land of the English People*. J. B. Lippincott Co., c1946. 130p. \$2.00. (Portraits of the Nations Series).

The author, an American married to an

Englishman, has interpreted the English people, past and present, in a charming manner. She seems to know what each nation wants to know about the other. To those seeking understanding and friendship between the two great English speaking nations this book is very timely.

TROTSKY, LEON. *Stalin*, 2nd ed. Harper and Brothers, c1941. 516p. \$5.00.

The value of this biography of Stalin by his political opponent Leon Trotsky lies perhaps not so much in its portrayal of Stalin and his policies as in the history of Russian political life during the formative years when USSR was becoming a great power, and Stalin like the leaven which works silently in the mass of dough, was gradually but surely rising to power in the Communist Party.

THOMPSON, WARREN S. *Population and Peace in the Pacific*. University of Chicago Press, c1946. 397p. \$3.75.

The rapid growth in numbers of the peoples of South and East Asia is a relatively recent phenomenon and is proof of a vastly important change now going on. Their desire to industrialize is proof of another important change—dissatisfaction with their present status. Peace depends on the choice of the West to junk the old colonial system, encourage industrialization, and open for settlement the sparsely populated lands of Guinea, East Indies, and Africa. Otherwise, by the end of the century, its war and the lands (Western) with the low birth rates will lose out to the lands of high birth rates. That's the author's thesis and he pretty well makes it stick.

WRIGHT, ETHEL. *A Table Service for All Occasions*. Chester R. Heck, Inc., c1946. 143p. \$1.50.

This is an excellent little book. It gives the newer methods of table service both for formal and home meals.

Textbooks and Workbooks

BAILEY THOMAS A. *A Diplomatic History of the American People*. F. S. Crofts and Co., 1946. 937p. \$4.25.

A well-organized college textbook for a course in Diplomatic History. The author is a recognized authority in his field and the book is a scholarly as well as interesting piece of work.

BAYSINGER, GERALD, and SCHAAL, HARTLEY H. *Woodworking Projects for Industrial Arts Students*. McGraw-Hill Book Co., c1945. 151p. \$1.40.

A well-illustrated book giving a variety of projects for junior high school or elementary school. The explanations are clear but no directions for tool handling are given. Most of the projects are toys, games, or small household articles.

BEDELL, EARL L., and GARDNER, ERNEST G. *Household Mechanics*, rev. ed. International Textbook Co., c1945. 241p.

This is a revised edition of a general industrial arts text which takes up woodwork, metal, repair jobs, etc., in a simplified way. Easy jobs are given after each text.

Explanations are clear and illustrations adequate. Suitable for junior-high or high-school classes.

CERVENY, GEORGE R. *Facts and Judgments*. Harcourt, Brace and Co., c1946. 456p. \$2.00.

The book is divided into two parts; techniques and readings. The material seems to be stimulating and enjoyable, introducing most writing problems which a college student will encounter and presenting technical discussions and illustrations of each.

CLOSE, PAUL DUNHAM. *Building Insulation*. American Technical Society, c1945. 328p. \$3.50.

A technical and very thorough treatise on all phases of heat and sound insulation. Designed as a reference or for a text in architectural or engineering courses of college level. It is understandable for anyone interested in insulation. This is the second edition of a book originally published in 1941.

CONANT, W. H. *Letter Writing in Business*. Gregg Publishing Co., c1945. 223p. \$2.00.

This book designed for college students, in an unusual treatment, presents more than three hundred business letters taken from the files of successful business concerns. The author's comments on each illustration and the practical principles that aid in creating superior letters are both interestingly presented.

CRAIG, GERALD S., and BURKE, AGNES. *Science All About Us*. Ginn and Co., c1946. 160p. \$1.04. (Our World of Science Series).

Teachers who have used and liked *Pathways in Science* (1932) and *New Pathways in Science* (1940) by Dr. Craig and his capable co-authors, will welcome this new basic science series for Grades 1-8, introduced by this book for Grade one.

CRAIG, GERALD S., and HILL, KATHERINE E. *Working With Science*. Ginn and Co., c1946. 384p. \$1.36. (Our World of Science Series).

This book, for use in Grade 5, is a valuable part of the authors' serious and consistent attempt to present a continuous course of study in basic science, graded in difficulty and comprehensiveness. The illustrations are attractive and useful. An index and pronouncing dictionary of science words add to its value, as does also a teachers' manual which may be had to accompany the text.

DALZELL, J. RALPH. *Building Trades Blueprint Reading, Part I and II*. American Technical Society, c1945.

A text with projects and question sheets, designed to teach blueprint reading without the necessity of learning to make them. Part I deals with the fundamentals while Part II takes up specifications, blueprints, and examinations. Suitable to college or senior high-school classes.

DRENNAN, C. M. "HSC" *High-Speed Brake Equipment*. American Technical Society, c1945. 68p. \$3.00.

A textbook for locomotive engineers and firemen, it explains in detail the locomotive and car brake equipment which comprise the "HSC" electro-pneumatic brake equipment.

ELSON, HENRY W. *Modern Times and the Living Past*. American Book Co., c1945. 748p. \$2.44.

A revision of a standard high-school text on world history. Only one-third of the text is devoted to ancient history, but unusual space is given to the period of the French Revolution. Less than one-third of the volume's content comprises the 19th and 20th centuries; inadequate perhaps, but better than the average book of its type.

FINNEY, H. A. *Principles of Accounting, Intermediate*, 3rd ed. Prentice-Hall, Inc., 1946. 873p. \$5.00.

Another outstanding textbook by Mr. Finney. It has his usual clarity and attention to detail and to fundamentals. It is complete, authoritative, and up-to-minute.

GRAHAM, JESSIE, and JONES, LLOYD L. *The Consumer's Economic Life*. Gregg Publishing Co., c1946. 555p.

This volume is the most recent of about fifteen high-school textbooks in consumer economics published in recent years. It includes a wide range of topics, each of which is necessarily treated briefly. Each unit contains directions for the performance of practical tasks and exercises in consumer arithmetic.

JOHNSON, SAMUEL A. *These Americas*. Webster Publishing Co., c1946. 485p. \$1.35.

A history that covers so much territory, the Americas, can only present the highlights of each country. This is very well done. There are many words from the foreign lands from which American colonizers came. Correct pronunciations are provided as the word appears in the text; an excellent keep.

JOHNSON, SAMUEL A. *These Americas*. LOUIS V. *General Woodworking*. Macmillan Co., 1946. 283p. \$2.00. (Industrial Arts Education Series).

A pupil text in general woodworking covering the fundamentals of hand and simple machine woodworking, an introduction to carpentry, cabinetmaking, pattern making, and carving. Varied projects are given. Suitable for junior or senior high-school classes.

JONES, MACK M. *Shopwork on the Farm*. McGraw-Hill Book Co., c1945. 486p. \$2.50.

A very complete and well-illustrated text including all the tools, materials, operations, and processes needed in a farm shop. Explanations are clear and concise. While intended for high-school and college agricul-

ture or shop classes it would also be most helpful to farmers.

KUNS, RAY F., and PLUMRIDGE, TOM C. *Automobile Fundamentals*. American Technical Society, 1946. 754p.

A thorough text with up-to-date illustrations, diagrams, and explanations. It includes a glossary of automobile terms and discusses the construction, care, and repair of automobiles. Suitable for a text on college level or for anyone needing automotive information.

MERRILL, FRANCIS E., ed. *Fundamentals of Social Science*. D. Appleton-Century Co., c1946. 660p. \$3.75.

Brings together in rapid sequence certain basic materials in sociology, economics, and government for use by beginning college students. A good selection of topics for the purpose of introducing students to the general field of social science. The type should be larger.

MORRIS, R. O. *Introduction to Counterpoint*. Oxford University Press, c1945. 55p. \$1.25.

A compact, practical handbook for beginning counterpoint courses. Bach counterpoint is used as a style model since it relates more definitely to present day practice than the 16th Century style usually followed in beginning classes. The rules and suggestions included are concise and clear.

O'BRIEN, ARTHUR. *World History*. Loyola University Press, 1946. 806p. \$2.40.

A high-school textbook in World History covering the entire period from early civilization to the close of World War II. The language is simple and readable. There are good learning exercises and good illustrations and maps.

RAND, WINIFRED; SWEENEY, MARY E.; VINCENT, E. LEE. *Growth and Development of the Young Child*, 4th ed. W. B. Saunders Co., 1946. 481p. \$3.00.

Written by members of the staff of the Merrill-Palmer School, this latest revision of the text contains chapters of home and family background, early development, physical growth, care and feeding of young child, intellectual growth, social development, and development of personality. Topics for class discussion and lists of references for each chapter. Superior in its use of recent research material in the field.

RASELY, HIRAM N., and DAVIS, ROY. *Better Letters*, Part 1-12 Better Letters Institute, c1945. \$10.00.

A collection of booklets each designed as a unit of instruction in better letter writing. The twelve units comprise a directly-presented course in the study of letter writing in business. The pamphlets come conveniently assembled in an attractive book-like container.

ROEHL, LOUIS M. *The Farmer's Shop Book*. Bruce Publishing Co., c1945. 446p. \$2.48.

Designed as a text for high-school agriculture students, this book gives a well-illustrated, clear description of most of the smaller construction and repair jobs necessary on a farm. Useful as a guide to farmers and to teachers and students of farming.

ROSENBERG, R. ROBERT. *Essentials of Business Mathematics*, 4th ed. Gregg Publishing Co., c1945. 376p. \$1.20.

This text is an intensive course in business mathematics. The units are arranged for determining arithmetic readiness, achievement, and needed remedial instruction. The book is written in a clear, concise, and direct style.

SILVIUS, G. HAROLD, and BAYSINGER, GERALD B. *Safe Work Practice in Woodworking*. McGraw-Hill Book Co., Society, 1946. 83p. 85c.

Instructional material on hand and machine tool safety in woodworking complete with tests and accident and safety records. It is well illustrated and can be easily used with instructional program. Of interest to shop or safety teachers.

SOWERS, J. I. *Visualized Projects in Woodworking*. McGraw-Hill Book Co., c1945. 89p. \$1.60.

A series of projects for woodworking ranging from the very simple to complex. No instructional material is given other than working procedure and specifications. Useful as workbook in industrial or shop classes on all levels.

SPRIEGEL, WILLIAM R., and DAVIES, ERNEST COULTER. *Principles of Business Organization*. Prentice-Hall, Inc., 1946. 564p. \$4.75.

This book deals with the usual topics. It has an ample bibliography with teacher aids in the forms of questions and problems in the back of the book. Words, phrases, and sentences are italicized for emphasis—which is always an aid to the student. Its easy style makes it quite readable. It is not overly illustrated and is an excellent book for a first course in Business Administration.

THORPE, LOUIS P. *Child Psychology and Development*. Ronald Press Co., c1946. 781p. \$4.50.

An authoritative new text in the field. Especially good from the standpoint of completeness, extensive use of relevant research material, and use of the latest findings in the field. Large number of charts and illustrations. Questions for discussion and recommended readings for each chapter.

WALSH, JAMES F. *Facing Your Social Situation*. Bruce Publishing Co., c1946. 237p. \$2.75.

A popular elementary social psychology written from the standpoint of Thomistic psychology. Nine chapters on such topics as historical development, "the human mechanism," the social situation, and control of the situation. Appendix of questions for discussion.

Books Received

CHAMBERS, M. M. *Opinions on Gains For American Education From War-time Armed Services Training*. American Council on Education, 1946. 78p. 50c.

DEAN, VERA MICHELES. *Russia—Menace or Promise?* Foreign Policy Association, 1946. 96p. 25c. (Headline Series, No. 58).

DREPPERD, CARL W. *American Drawing Books*. New York Public Library, 1946. 20p. 35c.

EBAUGH, CAMERON D. *Education in Peru*. U. S. Government Printing Office, 1946. 91p. 20c. (Federal Security Agency Bulletin, No. 3).

FURBAY, JOHN H. *Education in Colombia*. U. S. Government Printing Office, 1946. 111p. 25c. (Federal Security Agency Bulletin, No. 6).

FURBAY, JOHN H. *Education in Costa Rica*. U. S. Government Printing Office, 1946. 62p. 15c. (Federal Security Agency Bulletin, No. 4).

GATES, ARTHUR I., and others. *The Pupils' Vocabulary Speller*. Macmillan Co., c1946. 96p. 40c.

HOGAN, INEZ. *Ned and Nancy*. D. C. Heath and Co., c1946. 46p. 28c.

HORKHEIMER, MARY FOLEY, and DIFFOR, JOHN W., comps. and eds. *Educators Guide to Free Films*, 6th ed. Educators Progress Service, 1946. 303p.

KEON, GRACE. *The Life of Jesus For His Little Ones*, rev. ed. St. Anthony Guild Press, 1946. 70p.

LATTIMORE, ELEANOR. *China Yesterday and Today*. Institute of Pacific Relations and Webster Publishing Co., c1946. 111p. 40c.

MUNN, NORMAN L. *Student's Manual to Accompany Psychology*. Houghton Mifflin Co., 1946. 173p. \$1.00.

National Association of Manufacturers. *Profit and Loss in the Enterprise System*. National Association of Manufacturers, 1946. 48p.

National Association of Manufacturers. *The Role of Prices and Price Determination*. National Association of Manufacturers, 1946. 50p.

National Education Association. *Statutory Provisions for Statewide Retirement Systems*. National Education Association, 1946. 55p.

PACKARD, LEONARD O., and OVERTON, BRUCE. *The Geography of World War II*. Macmillan Co., 1946. 220p. \$1.00.

RAMSEY, A. MICHAEL. *The Resurrection of Christ*. Westminster Press, c1946. 124p. \$1.00.

SCOTT, FORESMAN and Co. *Thorndike Century Dictionary World Neighbor Stamp Album*. Scott, Foresman and Co., 1946. 16p.

STAPP, HELEN I., and GREEN, HARRY A. *Individual English*. Row, Peterson and Co., c1946. 224p. \$1.28.

STARK, LEWIS M. *The Whitney Cookery Collection*. New York Public Library, 1946. 26p. 30c.

STODDARD, ALEXANDER, and others. *English Workbook*, five and six. American Book Co., c1946. 128p. ea.

STRICKLAND, RUTH G. *How to Build a Unit of Work*. U. S. Government Printing Office, 1946. 48p. 15c. (Federal Security Agency Bulletin, No. 5).

University of Kentucky. College of Education. *Art Education in the Junior High School*, by Edward Warder Rannells. University of Kentucky, 1946. 127p. (Bulletin of the Bureau of School Service, Vol. 18, No. 4).

UPTON, CLIFFORD BREWSTER. *First Days With Numbers*. American Book Co., c1946. 160p. 72c.

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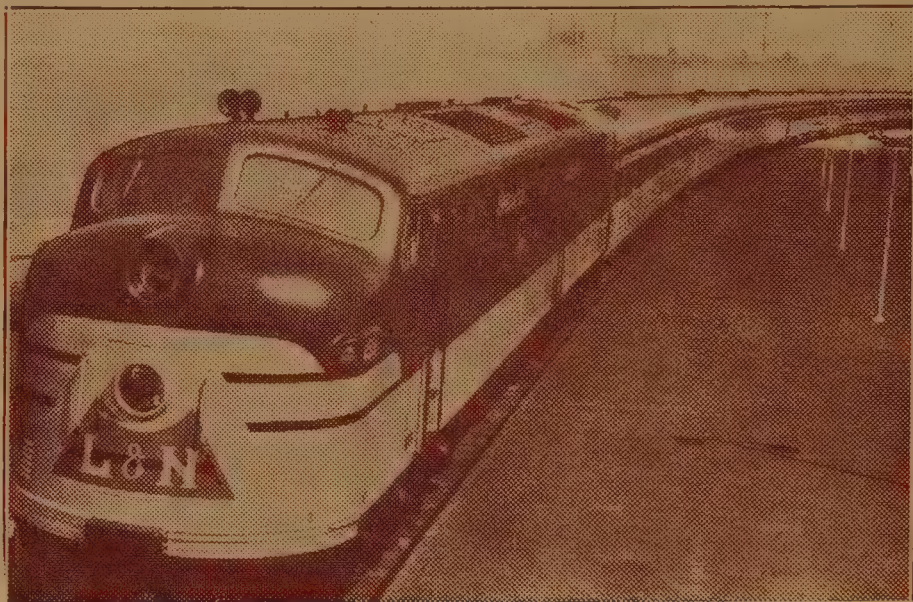


November 17 The Nashville, Chattanooga & St. Louis Railway and Louisville & Nashville Railroad will place in service a brand new fast coach streamline train, "The Georgian." Christening ceremonies will be held and the trains will immediately begin operation at Atlanta and St. Louis on that date.

"The Georgian" will complete its trips between Atlanta and St. Louis, 612 miles, in 12 hours and 52 minutes. It is the fastest train yet to be run between these cities.

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Exterior view of The Humming Bird, new streamline train soon to go into regular service on the L&N between Cincinnati and New Orleans. The Georgian, to be operated between St. Louis and Atlanta by the L&N and NC&StL, is identical with the Humming Bird except for the name.

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CONTENTS



EDITORIAL—The Servant of All	193
Why I Continue to Teach	194
Ethel Clark	
A Comparative Study of the Intelligence of Children from Private Homes and of Those from an Insti- tutional Home	198
Florence Martin	
The World's Best Seller	201
Gypsy Wilson	
Intake and Outgo	206
Dennis H. Cooke	
The Current Status of Professional Education of Teachers	209
G. W. Diemer	
Current Status of the Professional Education of Teachers	213
Charles L. Anspach	
Teacher Training in the State of Washington	217
W. W. Haggard	
The First State Normal Holds to Its Course	219
Martin O'Connor	
The Cause of Controversy	221
Hanor A. Webb	
A Limited Survey of the Constitutional Health of 41 Fourth-Grade Pupils	224
Ralph W. House and Clyde Mae Goodman	
"Behold, I Make All Things New"	229
J. K. Long	
Surplus Property and Veterans' Education	234
Ernest V. Hollis	
Peabody Bimonthly Booknotes	240

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THE SERVANT OF ALL

We regard with some concern the prospects of the unionization of the nation's teachers. In our sober belief it would be regrettable for the American people to be divided into two tightly organized factions—union and anti-union. The country's safety and sanity demand a broader focus for all of its major groups. We think that such an affiliation would be harmful to the proper development of the children of the United States. It is our belief that should the teachers, the preachers, or any other groups of public servants whose obligation is to the entire area of citizenship be swept into the rigid unity of union, or for that matter, into the United States Chamber of Commerce, the whole conception of democracy would be brought into severe dilution.

But now we come to that which we started out to say. The teachers will not go into the union joyfully. They will take that step because of the historic reluctance of the parents of the children they teach, of the boards of education which establish the terms of their employment and service, and, in degree, of the schools' administrative officers to recognize properly the quality of the service which teachers render. They have waited long enough, indeed too long, for that recognition. If teachers are poor—and some of us are—the blame should be assigned to those who are willing for their children to be poorly taught, and to those who have adjusted salary schedules to poor teachers, and who have accepted as a bonus the work of those who have taught well.

We speak no word against the union, nor, for that matter, against the Chamber of Commerce. We do not have the slightest doubt that each in its own way has added to our national welfare. But it would be disturbing for teachers to be bound either in thought or performance by the policy and program of either.

WHY I CONTINUE TO TEACH

ETHEL CLARK

Rural Demonstration School, Western Kentucky State Teachers College

In the November 9, 1946, issue of the *Saturday Evening Post* there appeared an article titled, "I'm Through With Teaching," by Lois McFarland. Her reasons were summarized as follows: Low pay, apathetic school boards, and social inequality.

Now, may I tell why I continue to teach, while at the same time admitting that Miss McFarland, among the 350,000 teachers who have left the profession may have good reasons for so doing?

I continue to teach, first of all, because I love children. The many teachers who have abandoned their profession perhaps love children. Their love, however, was not strong enough to keep them in the ranks when they were so sorely needed.

Teachers are finding other occupations that pay much better salaries than teaching, but what of our future citizenry? After all, isn't it the children who suffer most and thereby cause others to suffer because of our present indifference toward their education?

Our democracy may prove to be a very dangerous form of government if children grow up ignorant and uneducated. On the other hand a democratic form of government will be something more than an "ideal" if students are trained so that they will be happy, informed, and cultured citizens. Many students are bewildered and it often becomes necessary for teachers to show these youngsters what they really want and how to go about getting it. Regardless of wealth and position young people should be taught how to work with their hands and to find satisfaction in tasks completed and well done. So, I continue to teach because of a love and loyalty for all children but particularly for those unfortunate youngsters whose only source of comfort and security rests in the schoolroom and in the Parent-Teacher Association. At this point I should like to say a word for P.T.A., an organization whose aims and objectives are frequently misunderstood even within the association itself. The cause for juvenile delinquency is usually due to the lack of proper home training. Occasionally the school comes in for its share of the blame. The school and the home must therefore work together to cure juvenile delinquency and to prevent other cases from developing. The teacher has an opportunity at the P.T.A. meetings to teach the parents that neglecting or spurning the delinquent child not only make the child worse but everyone

else worse. The chief objective of the P. T. A. is to make both home and school a safe and worthwhile society for the children. Many P.T.A.'s are actually putting into practice the theory that they have so long advocated, namely, that the child who lives beyond the railroad tracks is as good as anyone else and the child who lives on a fashionable boulevard is no better than anyone else. It takes the P.T.A. to put into practice this democratic way of life. The teacher or the parent working alone cannot do it. I continue to teach because I want to help in such a worthy organization. Children are naturally democratic, and if the P.T.A. can help them retain this ideal way of thinking and living there will be no more social inequality for teachers.

If a lack of social equity for teachers exists today I wonder if teachers themselves are not somewhat responsible. I have frequently heard them refer to their profession as if it were something to be ashamed of. Why the apologetic attitude? I long for the day when teachers walk into a room with poise or join in a discussion with confidence. I have always liked the story that is told of a group of business and professional people who were relating their achievements. When they had concluded their stories they turned to the teacher among them. He arose, surveyed the group, and said: "I have just cause to be proud of my profession. We teachers have taught you all you know." Teachers should often recall this story, because it places teaching first among the professions. Conceited? Never! Humble? Always. But teachers themselves must be proud of their profession and conscious of their power. "Knowledge is power" and the teachers' role is to know more and to give generously of their knowledge.

I shall continue to teach because for me teaching is the good life. Whatever else others may think and say about my profession, I love it. I am proud of teaching but at the same time I am humble, because I know that I am in the company of the greatest person who ever lived on this planet. Jesus was and remains the Great Teacher. Why shouldn't others follow his example in regard to their conduct? I know teachers who seem to think they are asserting their independence if they drink liquor on occasion, smoke, and use profanity. Not in the presence of children, of course. But if teachers drink and smoke children know it by the same token that teachers know when children have not been bathed. All teachers are necessarily English teachers and should have sufficient vocabularies to express their thoughts without reverting to profanity. These habits are neither smart nor modern. If I read and interpret correctly they have been practiced by some people for thousand of years. Regardless of what some teachers say concerning their "rights" I still believe that teach-

ers should *set* standards rather than *follow* them. The restrictions were placed long before boards existed. Instead of chafing under them why not rejoice because of the demands of the high calling of teaching?

Personally no board member has ever tried to dictate to me the fashions I should follow in regard to my choice of clothes. Perhaps this is because I believe, with them, that women look better in feminine apparel than in masculine. It is not a matter of what is right or what is wrong but rather what is more beautiful and becoming. Teachers should always strive to look their best, because five days a week they have very appreciative young audiences. A new dress or a trinket pinned on an old one meets with instant approval. The untidy teacher who told her high-school students to care nothing for beauty, but to give all their attention to their studies was certainly lacking in good horse sense and in other wit. No wonder those students are not planning to teach. Frankly I like to win and hold the confidence and admiration of children and young people. I understand them well enough to know that I do not have to resort to the things I teach them *not* to do in order to appear modern and independent in their estimation. Teachers have the opportunity of teaching children to have fun, to be tolerant, and to become better citizens than the adults of today.

I continue to teach because I believe in schools. Not that I approve of all that they are and do, but I shall never leave the profession because of the wrongs that exist. The wrongs to which I would go would, I think, be greater. Rather I shall stay on and do what I can to right the ones that do exist.

When taxpayers complain of poor teaching in their schools, we should in all honesty admit that in far too many instances they have just cause for their grievances. At this point I am reminded of a statement made by one of my college teachers in his class in Education. He said: "Any teacher should always remember that if he does not earn *more* than the board pays him he will be certain to earn *less* than the board pays him. A really good and true teacher was never paid too much, but I am just as sure that poor, listless, lifeless unsympathetic teachers were never paid too little."

The question that inevitably follows this statement is, "How are we to tell the good teachers from the poor ones?" The answer to this question and to many others concerning teaching, is to be found in the Bible. There are many examples, but perhaps these two will suffice:

I passed by the field of the slothful . . . and lo it was all grown over

with thorns and nettles had covered the face thereof and the stone wall was broken down (Proverbs 24: 30, 31). Isn't that a good description of the appearance of some of our schools? A good teacher sees to it that the school and surroundings are well kept and attractive. In many cases there is a transfer of this knowledge to the homes of the children.

A good teacher welcomes school officials, patrons, and other visitors to her classroom. Here you will often find her following the example of the Great Teacher written in Matthew 5:2, He opened his mouth and taught them . . . This is a better plan than to spend hours letting children decide what they would like to do. A good teacher is qualified and dedicated. She may or may not have had experience. Successful experience is valuable but forty years of noncreative, uninspired teaching is not a substitute for interest and energy—two valuable assets in any occupation.

Surely every informed citizen knows that many teachers' salaries are inadequate to living conditions. Something is being done about this in most states. It seems that financial relief is on the way but there is another wrong that should be corrected. A great many teachers plan to teach only until there is an opening for them to become superintendents or other administrative officers. Such positions pay more than teaching and are therefore more honorable it seems. Before teachers accuse the public of honoring other professions more than their own they might ask why such conditions exist among them. I am certain that in order to secure better teachers the board must recognize the fact that teaching is just as important and dignified as serving as superintendent and should be paid equally well. When this happens we shall have more qualified, dedicated men and women entering and remaining in the teaching profession.

I shall continue to teach because I'm having a great time even now, and I want to be present when the things that good teachers have worked and waited for actually arrive. That time is not far distant for everyone is beginning to realize that there is no substitute for a good teacher.

A COMPARATIVE STUDY OF THE INTELLIGENCE OF CHILDREN FROM PRIVATE HOMES AND OF THOSE FROM AN INSTITUTIONAL HOME

FLORENCE MARTIN

PROBLEM

In Lexington, Kentucky, there was an institutional home for dependent children. It was maintained by Lexington and Fayette County; and was known as the Children's Home. Every year there came from this home to Johnson School around seventy-five pupils.

No matter how many changes there were within the enrollment of Johnson School's Ungraded Class, one condition remained constant. Boys and girls from the Children's Home comprised between 50 and 60 per cent of the class. The remainder of the grade's enrollment came from the approximately 500 children from private homes.

To find out how the children from the institutional home compared in intelligence with children from private homes became the basis of a study. In recording our investigation we shall refer to the two groups as "Home" and "Family" respectively.

PROCEDURE

By actual count, we had at that time a total school enrollment of 567. There were sixty-five "Home" children. The total enrollment of the Ungraded Class was forty-six. Twenty-seven of these were "Home" children.

With the following accepted age-grade distribution scale as a basis and counting in terms of semesters, we tabulated the retardation of all the "Home" children. We found twenty-seven of the sixty-five in their normal-age grade. Among the remaining thirty-eight, the number of semesters each child was retarded ranged from one to twelve.

Grade	Years
I	6-7
II	7-8
III	8-9
IV	9-10
V	10-11
VI	11-12

We next gave every "Home" child in school a Binet-Simon Intelligence Test. For every "Home" boy or girl, a "Family" child in the same grade was tested to compare with him. To make the selection of the "Family" child impartial we used the following method. If there was a "Family" child in the grade whose last name began with the same letter as that of the "Home" child, he was the one tested for comparison.

In case there was more than one individual in the grade whose name began with the letter in question, the one whose age was nearest that of the "Home" child was chosen. If there was no one whose name began with the same letter, we tested the individual whose name started with the letter next in order in the alphabet.

FINDINGS

Beginning with the sixth grades, we carried the investigation down through the kindergarten. In every grade the difference in mean I.Q. was in favor of the "Family" group (Table I). The range of difference was from four points in the Ungraded Class to forty in the kindergarten. The "Home" children were chronologically one year and four months older than the "Family" children. They were mentally three months younger.

There were cases in the individual comparisons when the "Home" child excelled in I.Q. the "Family" child with whom he was being compared. This occurred twenty-two times against fifty-two when the "Family" child had the higher rating. Always the individual whom the "Home" child surpassed had a low I.Q. (Table II). The highest individual I.Q. was that of a "Family" boy in 5A. His was 138. The lowest was that of a "Home" girl in the kindergarten. Hers was forty-two.

The selecting of the children for the tests had been made regardless of sex. After all the scores had been tabulated, the question came to our minds as to what would have been the outcome had we always

TABLE I
MEAN CHRONOLOGICAL AGE; AND I.Q. FOR ALL GRADES

	Grade					
	Mean	"Family"			"Home"	
	C.A.	M.A.	I.Q.	C.A.	M.A.	I.Q.
V1	12- 6	11- 1	90	13-11	10-11	79
V	11-11	10-10	94	12-10	10- 4	82
IV	11- 3	9- 8	86	12- 1	8-11	74
III	8-11	8- 5	94	11- 5	8- 4	74
II	7-11	7- 2	90	9- 6	7- 5	79
I	7- 1	6- 1	91	8- 4	6- 2	74
Kin.	5- 6	5- 0	98	10- 6	6-11	67
U. C.	10- 6	7- 3	71	10-9	7-11	70
Mean	9- 3	8- 2	87	7- 2	4- 2	58

Standard Deviation for I. Q.

"Family" ± 8.98

"Home" ± 2.85

Difference of mean I. Q. in favor of "Family" 17

Probable error of difference of means 0.7

TABLE II
NUMBER IN EACH GROUP WITH HIGHER I.Q.

Grade	Number Tested		Number Surpassing in I.Q.	
	"Family"	"Home"	"Family"	"Home"
VI	8	8	8	0
V	7	7	5	2
IV	7	7	5	2
III	8	8	6	2
II	7	7	4	3
I	17	17	13	4
Kin.	5	5	4	1
U.C.	15	15	7	8
Total	74	74	52	22

compared a boy with a boy and a girl with a girl. To find out we deemed it fair to compare the first "Home" boy tested with the first "Family" boy tested, the second "Home" boy with the second "Family" boy, and thus on down. We employed the same method with the girls.

Again we found the difference in mean I.Q. in favor of the "Family" group. For the boys it was twelve points (Table III). For the girls it was 14.5 points (Table IV).

We had tested 148 children. (The enrollment of "Home" children had increased during the period of study.) The scores for only thirty-five were within the range of a normal I.Q. Twenty-three of these were from private homes. Five per cent of the entire number was above normal. This 5 per cent came from the "Family" group. Seventy per cent was below normal. In actual numbers, this meant forty-three "Family" and sixty-one "Home" children with an I.Q. below ninety.

SUMMARY

At the time of this investigation, twenty-seven of the sixty-five "Home" children in Johnson School were in the Ungraded Class as compared with nineteen from the 502 "Family" children enrolled in the school. By age-grade distribution, thirty-eight "Home" children were educationally retarded from one to twelve semesters. Through careful application of the Binet-Simon Intelligence Tests we found that:

1. In every grade the mean I.Q. of the "Home" children was lower than that of the "Family."
2. In individual comparisons the "Family" child surpassed fifty-two times; the "Home" twenty-two.
3. The highest I.Q. was that of a "Family" boy; the lowest that of a "Home" girl.
4. In comparing boys with boys and girls with girls, the difference in mean I.Q. for both groups was in favor of the "Family."

TABLE III

A COMPARISON OF THE I.Q.'S FOR THE BOYS

Test Number	"Home"	Test Number	"Family"
	I.Q.		I.Q.
1	86	1	95
2	86	2	80
3	79	3	100
4	79	4	138
5	78	5	103
6	67	6	90
7	77	7	91
8	49	8	73
9	73	9	80
10	67	10	77
11	76	11	91
12	68	12	104
13	98	13	82
14	81	14	90
15	82	15	101
16	84	16	88
17	63	17	75
18	95	18	86
19	95	19	100
20	77	20	122
21	62	21	108
22	67	22	68
23	67	23	47
24	—	24	90
25	83	25	73
26	71	26	111
27	83	27	111
28	78	28	114
29	56	29	93
30	67	30	66
31	67	31	82
32	—	32	49
33	69	33	61
34	73	34	65
35	63	35	63
36	65	36	70
37	72	37	62
38	81	38	58
		39	74
		40	87
		41	82
Mean	75		87
Standard Deviation	± 10.54		± 19.66
Difference of mean in favor of "Family"			12
Probable error of difference of means			.89

TABLE IV

A COMPARISON OF THE I.Q.'S FOR THE GIRLS

Test Number	"Home"	Test Number	"Family"
	I.Q.		I.Q.
1	78	1	97
2	81	2	89
3	73	3	106
4	71	4	97
5	80	5	74
6	94	6	84
7	74	7	82
8	83	8	62
9	97	9	81
10	74	10	99
11	62	11	92
12	91	12	85
13	94	13	97
14	95	14	78
15	71	15	97
16	64	16	119
17	57	17	78
18	64	18	117
19	76	19	86
20	73	20	80
21	—	21	89
22	67	22	108
23	90	23	80
24	80	24	110
25	75	25	82
26	70	26	82
27	42	27	85
28	54	28	71
29	69	29	80
30	81	30	55
31	73	31	97
32	54	32	77
33	52	33	73
34	77		
35	—		
36	54		
Mean	73		87.5
Standard Deviation	±12.98		±14.06
Difference of means in favor of "Family"			14.5
Probable error of difference of means			2

5. The 5 per cent of the entire group who tested above normal was from the "Family."

6. Twenty-three "Family" and twelve "Home" children tested normal.

7. Forty-three "Family" and sixty-one "Home" children tested below normal.

(The missing "Home" child is due to the fact that we were unable to secure the correct birthday.

THE WORLD'S BEST SELLER

GYPSY WILSON

Indiana State Teachers College

It is true "that of the making of books there is no end," and of this endless literature much is driven to an early grave: longevity of life is not a conspicuous quality of best sellers, and a decade is a generous lifetime for many books.

The most notable exception to this is the Bible, the world's best seller, a perennial international favorite. Without benefit of high-pressure salesmanship through book clubs or other artificial stimuli, it averages 27,000,000 copies annually. Since the invention of the printing press in the middle of the fifteenth century, approximately 882,000,000 copies of this book have been printed in 972 languages and dialects. In the book world it towers like a Jungfrau, shadowing all in mistiness below it.

What is this famous book, and what is there about it that justifies and insures its place in literature? Its life story is a fascinating one. It has often been called a library in itself, composed of two major parts—the Old Testament and the New Testament—which contain thirty-nine books and twenty-seven books respectively. We must turn back the calendar three thousand years to discover the first writing that went into the making of this book, whose composition required sixteen hundred years in all. Forty writers with diversified backgrounds contributed to it: they were representative of many walks of life—the scholar, king, shepherd, doctor, artisan, and others. In such a heterogeneous compilation one might expect to find disparities and contradictions, but such is not the case in this book.

The book is a great leveller, making an impartial appeal to everyone, respecting no one person above another. We are told that an outstanding difference between the great Oriental religion Buddhism and the religion of the Bible—Christianity—is in the scope of appeal, the former appealing primarily to the wealthy class of people. Such an undemocratic philosophy, it seems, impoverishes a religion, whereas the teachings in the Bible enrich Christianity.

Here and there in the march of history we identify individuals associated with the writing and distribution of the Book. Wyclif, who made the first English translation of the Bible in 1384, suffered from continued persecution and was tried for heresy. Then, with the invention of the printing press, Tyndale, sometimes spoken of as "The

Father of the Open Bible," printed thousands of copies of the Bible and smuggled them into England. Finally, as a Christian martyr, he was burned at the stake.

Famous translations of the Bible continued: the most outstanding of these is the King James Version, which appeared in 1611 as the combined work of fifty-four scholars authorized by King James of England to translate the Bible into English. In 1885 some of the most capable men in our country translated the Bible into the well-known American Standard Version. During this twentieth century a number of modern translations have been published, employing the more current forms of speech. The most significant of these are by Moffatt, Goodspeed, Montgomery, Weymouth, Moulton, and Bates. The most recently published modern translation of the New Testament is the *Revised Standard Version of the New Testament*, prepared by a corps of able Protestant scholars and released by the press in 1946.

If we leave the history of the Bible and examine its content, we again encounter interesting facts. Representative of some of the literary types is the short story as told in the book of Ruth; then poetry, in Psalms and Proverbs; letters, in Paul's communications to the churches; law, in Exodus; and the novel, in the story of David, as related in Kings. The literature of the Bible has made its indelible imprint on much of our great secular literature. Dr. Edwin Mims, Professor Emeritus of Vanderbilt University, has given us some admirable examples of these in his book *Great Writers as Interpreters of Religion*. The writers themselves have paid tribute to the Book of Books. The late William Lyon Phelps of Yale University said, "It is a great book to read—from even a literary point of view, the greatest book in the world." John Dryden, speaking for English poets, said, "If everything else in our language should perish, the Bible alone would suffice to show the full extent of its beauty and power."

Helen Keller, one of the great spirits of all time, begins each day by reading the Bible. In the discussion period following a lecture she gave at the National Education Association meeting in Atlantic City a few years ago, someone posed this question: "If you had one wish, what would it be?" As the audience sat there imagining she would answer "Sight" or "Hearing," they were humbled and thrilled when she replied, "World Peace." It was a heartening experience to hear this deaf-blind leader with her wholesome and robust message during those dark days of the war. Quite recently she returned from a six-weeks' trip to war-torn countries and was more concerned with the suffering in Europe than in the loss of her Connecticut home, which burned during her absence. It is the vision of this blind wo-

man that impresses one, a vision in keeping with the principles of her favorite book—the Bible.

The late Alphonso Smith wrote *What Can Literature Do For Me*, in which he outlined these important advantages in reading worthwhile literature: (1) It can give you an outlet. (2) It can keep before you the vision of the ideal. (3) It can give you a better knowledge of human nature. (4) It can restore the past to you. (5) It can show you the glory of the commonplace. (6) It can give you the mastery of your own language. The Bible is an answer to all of these, successfully fulfilling the aims, bountifully and satisfyingly.

The influence of the Bible can be seen even in the titles of books. John van Druten's *The Voice of the Turtle*, a current Broadway success, takes us back to the Song of Solomon: "For, lo, the winter is past; the rain is over and gone; the flowers appear on the earth; and the voice of the turtle (dove) is heard in the land." And in Adria Langley's profile of a dictator, *A Lion Is in the Streets*, we hear an echo from Proverbs, "The slothful man said, 'There is a lion in the way; a lion is in the streets.'"

Further, the Bible colors the very fabric of our speech with its rich idiomatic expressions. Mary Ellen Chase in her recent book, *The Bible and the Common Reader*, calls some of these to mind for us: "a thorn in the flesh," "by the skin of our teeth," "the spirit is willing, but the flesh is weak," "diligent in business," "the salt of the earth," "heap coals of fire," "like apples of gold in pictures of silver."

Many books among today's best sellers deal with philosophy and religion. This is a sanguine sign, for one's spiritual self thrives better on a substantial diet than on froth. But while many of these books are desirable, man will continue to gain his greatest vitality from the great Best Seller itself. "History," says Carlyle, "is the lengthened shadow of a man." And man today has no higher criteria on behavior than Micah's noble words echoing down through the centuries: "What does the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy Lord?" A transcendent creed for all men in every walk of life is recorded by St. Paul: "Finally, brothers, whatever is true; whatever is worthy of reverence; whatever is just; whatever is pure; whatever is lovely; whatever is of good repute; if virtue is anything; if honor is anything; be always thinking about these."

INTAKE AND OUTGO

DENNIS H. COOKE

President, East Carolina Teachers College

Various estimates of the number of teachers who have left the teaching profession since 1939 range from 350,000 to 500,000. Some of these estimates suggest that half of the teachers in the classrooms today were not teaching in 1939. But this staggering percentage of turnover among the teaching personnel, while quite serious, does not constitute the complete picture. What of the qualifications and education of the teachers who occupy our classrooms today? At the end of the school year 1945-46, one full year after V-J Day, there were 39 per cent more substandard or permit teachers (education less than that required for the lowest certificate) in our classrooms than during the year before which was a war year. Although we expected that the end of the war would bring a larger number of qualified teachers into the classroom and eliminate many of the substandard teachers, we have found that the number of such teachers has continued to increase. At the present time it is estimated that 120,000 of the teachers in the public schools are substandard. This is an increase of 11 per cent over 1945-46.

While this wide-spread exodus from the teaching profession is serious, it is not the most critical phase of the current status of the professional education of teachers. A more disturbing problem is the fact that this army of substandard teachers cannot possibly discharge satisfactorily the complex functions of our public schools as they exist today. Seventy-five years ago when the function of public education was relatively simple these substandard teachers could have served with a satisfactory degree of effectiveness, but not so today. The present job of teaching in our complex American way of life is a professional one, and only the professional teacher can discharge this responsibility effectively. Throughout this general exodus of teachers from the profession, competent teachers who have quit teaching have learned that the same professional qualities that make for success in teaching are the qualities that make for success in other professions and occupations. In this general exodus many of our competent teachers have learned that they can succeed in other types of work for which the compensation is much more adequate. The effect of this discovery is too evident.

But the most serious phase of the professional education of teach-

ers today is the lack of adequate replacements (professionally qualified) for those competent teachers who have left and who are continuing to leave the teaching profession. In 1929, 22 per cent of all the students enrolled in all types of institutions of higher learning were enrolled in teachers colleges compared with 7 per cent enrolled in teachers colleges in 1945-46. And the decrease in enrollment in the teacher-training departments of other types of colleges and universities has been even greater. These evidences of the general exodus from the teaching profession and the continued decrease in the new supply from year to year of professionally competent teachers should suffice. Not only must the supply of competent professional teachers be increased to meet the present demand, but the supply must be sufficiently large to meet the constantly increasing demand upon the public schools for additional services. But why do these conditions exist and what can be done to correct them?

Without any intimation here that I have the only and final solution to this serious problem, I should like to offer two suggestions, namely, a higher regard on the part of the public for teachers and teaching and a better economic status for teachers. Note that I am attaching as much significance to a higher regard for teachers and teaching as I am to a better economic status for teachers. In fact, one is a parallel of the other. A higher regard for teachers and teaching will bring better salaries which will result in a higher regard for teachers and teaching.

Teaching must become more attractive if we hope to recruit a sufficient number of competent professional people for our classrooms. But for teaching to become more attractive to our young men and women significantly larger salaries must be paid. On the other hand, the taxpayer is demanding, and rightly so, more effective teaching than his children are now getting, certainly more effective teaching than his children are getting from the 120,000 substandard teachers in our classrooms today. True it is that school boards are having to pay more for teaching services than ever before, but, due to the large number of substandard teachers, the pupils are perhaps receiving relatively poor instruction. The result is more money for less effective teaching. Obviously, this condition will be short lived. Unless our teachers become better educated and render more effective teaching service, we will soon lose some of the economic gains that teachers have made.

For teaching to become sufficiently attractive to our young men and women, the public must give the teacher as much liberty in his private life as is given any other good, self-respecting citizen of the com-

munity. At the same time if and when the teacher brings the wrath of the community down upon himself and the school for his personal conduct, he should be replaced immediately. Newspapers and the press in general should stop depicting the teacher in their cartoons as the sanctimonious person with long, straight hair, cheeks with no color in them, always with large, black, hornrimmed glasses, and an otherwise inanimate object for whom we always put on our Sunday manners. Instead, the teacher should be portrayed as the human, animate person that he really is or that he would be if the public would permit him to be.

Finally, our problem is more basic than merely staffing our schools, because we can put a person in every classroom even if we use some of the older students to teach the younger ones. The problem basically is, "Who shall teach?" If we agree that the answer is "Only competent professional people," then the problem becomes one of making teaching sufficiently attractive through a higher regard for teaching and teachers and a better economic status for teachers.

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G. W. DIEMER

President, Central Missouri State College

Yes, the teacher situation is bad. That, every thinking person knows. The press, periodicals of all types, public speeches, civic groups, parents with children to educate, the politicians—all recognize the crisis in teaching. "The Breakdown in Education," "Crisis in United States School System—Loss of Competent Teachers," "Teachers' Salaries, a National Disgrace," "Why I Quit Teaching"—are among the headlines that confront the citizenship of the nation.

The public is aroused. Boards of Education and legislative bodies are seeking remedies. Every state is studying the problem and in the legislatures this winter, throughout the nation, the crisis will be discussed and efforts will be made to do something about it. Local communities must be willing to levy higher taxes. State support must be increased and certainly the federal government must help to support education but without federal control. The problem is not one of justice to teachers but rather of justice to children and young people in the future interest of the nation.

We have reason for optimism as to the future. The possibility of adequate rewards to teachers was never better than today. With the coming of better pay and somewhat lessened opportunities in other fields of employment, we shall again have large numbers preparing themselves for teaching.

But is the teacher problem entirely one of numbers? Is it not also one of quality? When they come back to us, to our teacher-preparing schools, what shall we do? Will it be the pre-war status quo program? Or will it be a program to prepare teachers for the atomic era? Who should prepare for teaching? What should be the length of the teacher education program? What should the student learn? These are some of the questions that teachers colleges and schools of education must answer. My approach to these questions may be somewhat idealistic, but idealistic we must be if we are to help build a better world.

The teacher needed in the school room is the inspired teacher; the one who accepts teaching as a calling; the one who looks upon teaching as a life work; the one who believes that through teaching he can render the greatest service to humanity. Leverett Wilson Spring, in his evaluation of Mark Hopkins, places high in the list of salient qual-

ities, enthusiasm. "The enthusiasm," says Mr. Spring, "continued for three score years with no abatement." Dr. Hopkins would have succeeded in other professions including medicine and law, but he chose to be a teacher. Teaching has not been a profession in America. Too largely as Cubberly once expressed it, it has been a stepping stone and, unfortunately, the children have been the ones who have been stepped upon. To the inspired teacher the economic reward is secondary to the social satisfactions that come with successful teaching. However, adequate salaries are a means and we shall never have our schools staffed with a professional group of teachers until the public is willing to pay salaries that are commensurate with the service.

If we are to have inspired teachers, the responsibility must rest heavily upon the faculties of teacher education schools. The faculty member in the teachers college must also be an inspired teacher. In speaking of Mark Hopkins, James A. Garfield once said, "I am not willing that this discussion should close without mention of the value of a true teacher. Give me a log hut, with only a simple bench, Mark Hopkins at one end and I on the other, and you may have all the buildings, apparatus, and libraries without him." Each one who reads this article will recall some teacher who influenced his career. We probably have forgotten the apparatus used and the knowledge acquired, but certain things in the way of ideas and life philosophy have remained with us. When Frank MacMurry retired as a member of the faculty of Teachers College, Columbia University, he used these words in his valedictory address, "Here we find the greatest thing in teaching, helping the student to find himself"; and, Dr. MacMurry added, "If I had my educational career to live over again, I would take a greater interest in the individual student." I recall that as a graduate student under Dr. MacMurry, I took a paper to his office one day, expecting to leave it and hurry away. Dr. MacMurray asked me to sit down; he wanted to talk with me. He asked me concerning my future plans and he offered some suggestions as to some of the things necessary in a successful career. He expressed faith in the things that I might accomplish and encouraged me to go forward in the field of education. Many times through the years I have recalled this conference with Dr. MacMurry and it has helped me through many difficult problems. If a graduate student needs that kind of interest and guidance, how much more does the young high-school graduate coming into our colleges need inspired guidance from staff members. Yes, we need inspired professors on teachers college faculties who believe that the greatest service in the world is service to the individual student.

In teacher education, human relations must be a primary considera-

tion. Too long in our teachers colleges we have been concerned with the teaching of subjects as though the chief end in education was the acquisition of knowledge and skills. Too little attention has been given to the understanding of the individual, of the home, and of society. Too little time has been given to helping the student teacher in his relationships to his children and their parents. Too little recognition is given to the fact that all of education is not in the classroom, but in every relationship in which the child finds himself. Too little emphasis is given to the home as the primary educational unit of society. The teacher must, therefore, be interested in the child, not only in the classroom, but in all out of class activities and in his home and community life. The teacher must believe in every child and in the home from which the child comes. He must be tolerant without regard to economic status, social standing, religion, or race. This understanding of human relations will come through the right kind of courses in social studies, but even more through the opportunity for participation and practice in these relationships. The program of student activities in the college and opportunities for participation in pupil activities in the laboratory school and the parent teachers association, and community life are also very important.

Breadth and depth of education are essential to good teaching. The humanities, the social studies, the sciences, and the arts are all important in the preparation of the teacher. "Knowledge is Power" but unfortunately it has been used too largely for selfish purposes. "Knowledge is Power" in the great battleship, in the dive bomber, and in the atomic bomb, but such use of knowledge can only bring destruction to the world. The teacher must recognize all knowledge as power for good in the world. George Stoddard, in his Cubberly Lecture, "Frontiers in Education," makes this statement:

The question is, what kind of a world do we want? What kind of people? Man's truly precious heritage is his brain. All science, art, philosophy, and social order are merely a physical extension of events inside the skull. Everything new is first imagined. Were a fatal malady to attack the cerebral cortex over a wide scale, we should take alarm; we should mobilize the full resources of medical science. Perhaps the time for mobilization is at hand, lest the ages recognized as dark since the Renaissance and the Reformation be brought to us strangely disguised as light; lest science be identified with evil, which it is not; lest free inquiry, whatever we may call it, be excluded from areas crucial to human progress.

Mark Hopkins in one of his public addresses said, "He who carries the torchlight into the recesses of science and shows the gems that are sparkling there, must not be a mere hired conductor, who is to bow in one company, and bow out another, and show what is to be

seen with a heartless indifference, but must have an ever-living fountain of emotion that will flow afresh as he contemplates anew the works of God and the great principles of truth and duty." The acquisition of truth must lead to freedom. Truth must be used to free mankind from fear, want, and war. On my campus we have a great teacher of physical science. One of his former students, a man who has achieved distinction in American Education, said to me, "His courses in physics were also courses in religion. I gained from his teaching, not only the knowledge of the laws of science, but also the great laws of the relationship between science and human good."

The kind of a teacher I have in mind does require professional preparation: courses in the psychology of learning, principles, and methods of teaching, philosophy and history of education and much observation, participation and student teaching. The purpose must be, first of all, that the student gain a vision of the great work of the teacher, and, secondly, that he acquire knowledge and skills essential to best results in teaching. He must learn to evaluate his own work and to plan ways in which he can guide and motivate learning. He must understand that there are new truths that he must constantly seek and that there are better ways of teaching.

I visited, a number of years ago, one of the great school systems of America. In every school I visited I found experimentation going on. One teacher was trying out a new method in reading, another teacher was trying out a new way of teaching literature, and another teacher was emphasizing a program in the teaching of citizenship in which all of the work of the classroom was being integrated. I became impressed because so many of the teachers in this system had the experimental attitude. They recognized that the best had not yet been found and they were studying and experimenting in an effort to find the best.

Recently I served as a member of the United States Education Mission to Japan. Several times in discussions with other members of the Mission regarding some democratic conception of education, someone of us would say, "But we have not realized that ideal in America." And then someone else would say, "But we believe in that conception of education even though we practice it poorly. Let us hold up to the Japanese the system of education that would realize our highest conceptions of democracy." We shall not achieve in America the high goal that in every classroom and in every position of educational trust there shall be an inspired teacher, but we can at least recognize the ideal and in endeavoring to achieve it we shall at least approximate our great conception of equality of educational opportunity for all of our children and young people.

CURRENT STATUS OF THE PROFESSIONAL EDUCATION OF TEACHERS

CHARLES L. ANSPACH
President, Central Michigan College

A year or so ago, one of our national magazines published an article entitled, "Gone Are the Days." In brief the article described the teacher of yesterday as a "sourpuss," and welcoming the changes in teacher personnel to the point that gone are the days of the "sourpuss." This article was merely the forerunner of a series of articles, all emphasizing the importance of teaching and the change in the type of teachers entering the profession. Some years previous to the publication of these articles, the teaching profession had reached a low not only in salaries but in prestige and social importance. The statement, "Those who can, do; those who can't, teach" was used by many to describe our profession. This disparaging statement did not represent all of the teachers in the profession but there were enough persons trying to teach to lend some validity to the accusation, and then, because of general conditions there came this refreshing and telling series of articles which has aroused public opinion to the point where there is an accepted belief that something must be done or we are likely to return to the days of the mediocre and the "sourpuss."

As a result, there is a growing feeling on the part of the public that schools are tremendously important and that teachers are significant professional persons and that the youth of our country must have the best in the way of teaching. The politicians are becoming aware of the needs and demands of education. Within recent weeks, one of the announced candidates for the presidency of the United States has placed as one item in his national platform, better salaries for teachers. It is quite significant, it seems to me, when a candidate for the highest office in our land announces that something must be done to improve the economic status of teachers. Not only do we find candidates for national offices becoming interested in the needs of education, but a survey of the activities of the state legislatures also indicates that a greater financial support on the state level is coming.

All of this points to the need for the proper professional training of teachers. Since public opinion is aroused and a greater financial support is being given for the purpose of improving public education, school teachers, and those responsible for the education of teachers

must renew their concern for a better and more significant program of teacher education.

A review of the statistics of teacher certification cannot help but make us aware of the fact that if we are to measure up to the new opportunity which is given us, we must improve our profession by the in-service training of those who are not qualified now. Thousands of emergency and temporary certificates have been granted throughout the United States. We all appreciate the fine contribution that these teachers have made by coming to the rescue of the public schools and by keeping them open. Technicians can be of assistance, but finally it is necessary for trained personnel to come in or the patient dies. Medicine, a number of years ago, started a program of postgraduate medicine and field service. Doctors were brought up-to-date on medication and surgery. Dentistry started a similar program and now the in-service training program for teachers is receiving a new emphasis. This type of program is not new to education but the conditions of the time re-emphasize its importance and significance. The program is not only necessary in bringing the classroom teacher up-to-date but it is also necessary for the college that it might keep its courses, curricula, and professors professionally awake and alive.

The first problem we face, therefore, is one of recruitment. Teachers Colleges and Colleges of Education can recruit good teacher personnel but such recruitment is quite limited. Recruitment must start in the high school. Some of our outstanding teachers today entered the profession because of the encouragement given them by the teachers with whom they studied. Sometime ago a high-school principal asked me what we were doing to send to him more and better teachers. In turn, I asked him what he had done to send us more and better candidates. Of course, one can guess his answer. There are hundreds of high schools with clubs of various types organized for the purpose of imparting information, providing social opportunities, and arousing interest in various professions. There are too few high schools with organizations for the purpose of encouraging good candidates to think of education as a profession. Lack of such clubs is partly due to the teachers, themselves, who are "bread and butter teachers" and not teachers of the type of the Hoosier Schoolmaster who was told one day by a pupil, "I am sorry that you are leaving for when you are near, I understand what God is like." If the prestige of the teaching profession is to be raised, a part of the responsibility rests with the teachers, themselves, in saying with Bliss Perry, "And Gladly Teach."

Recruitment must also reach the parents of children. Parents must

want to see their children enter the teaching profession if the profession is to receive more and better candidates. When a parent is just as interested in seeing his son or daughter enter the teaching profession as he is in seeing his child enter engineering, medicine, or law, then the number and quality of teachers will increase.

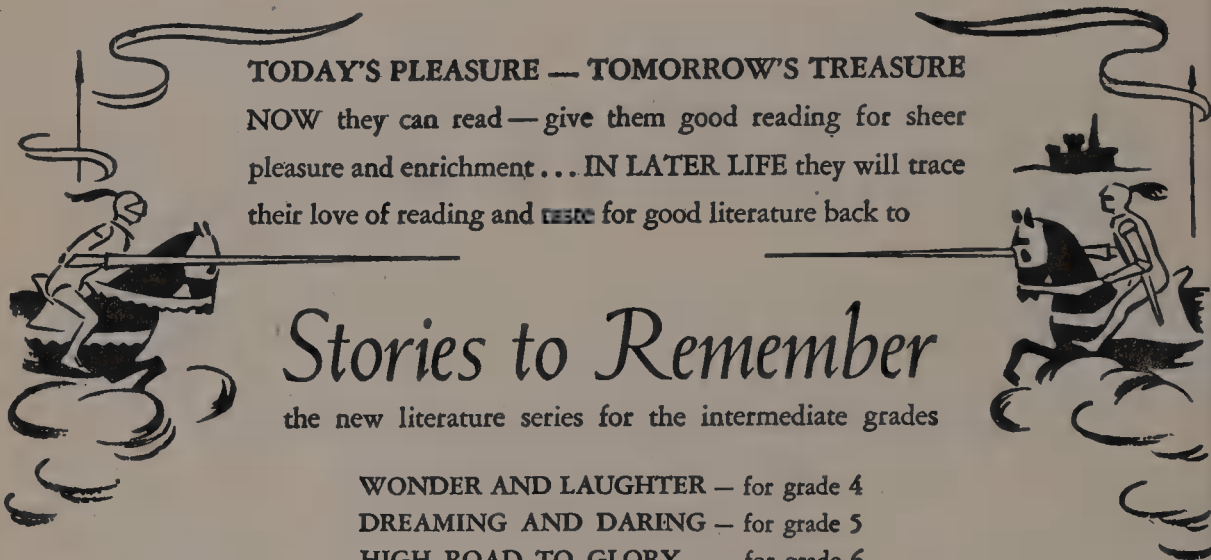
One reason why the parents have not been so impressed with teaching is the fact that we have offered scholarships for the training of various types of professional people and have held public ceremonies awarding such honors, but we have not given an equal amount of recognition to one who receives a scholarship for teacher preparation. As an illustration of this, we are proposing to set aside millions of dollars for the training of scientists, but very little if anything for the training of teachers of these scientists. It is true, of course, that some of the scientists will eventually become teachers but we do not recognize this fact in setting up these grants. Educational institutions, governmental bureaus, and all other agencies concerned with the preparation of teachers should make an honest attempt to build the prestige of the teaching profession by giving proper recognition to those who elect it as a life work.

Colleges must also assume their proper relationship to all those interested in children. A teacher training institution should be in the same position from the standpoint of serving all groups interested in child growth and development as the State Agricultural College is in its position to serve the farmers. To provide for consultant service and expert guidance is a responsibility of teacher training institutions.

Colleges also are becoming aware of the necessity of providing a good general educational program for those who are preparing to teach. The teacher must be a cultured citizen with high ideals and an awareness of the opportunities that American life has to offer. A background such as this can only be provided for through a good, liberal, general education. Parallel to this is the development of a sound and adequate professional program. There must always be the search for better ways, based on scientific information directed toward an understanding of child growth and development. If the teacher is to understand the child, she must also understand and participate in community life. Such participation and understanding is not only a part of the general education program but it is also a part of the professional education program.

This change in public attitude and professional concern places upon all responsible for the preparation of teachers the necessity of doing more than we ever have done in the past to provide and improve an adequate program for the preparation of teachers. The status of the

teacher is approaching the professional level, his program of training is comparable to other professional training programs, his economic status will be much improved in the years that are ahead. Therefore, a brighter and better day is ahead for teachers. The motto of a large business in the East is "Keeping everlastingly at it brings success." It must also be our slogan if the professional education of teachers is to continue on the march.



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TEACHER TRAINING IN THE STATE OF WASHINGTON

W. W. HAGGARD

President, Western Washington College of Education

The present status of the training of teachers in the state of Washington may be changed by the Legislature, which convenes January 13, 1947. Because of the efforts of the Colleges of Education toward expansion, and because of the recommendations made by the Strayer Survey Commission, which recently completed a survey of public education in the state, some changes may have been made by the time this statement is published.

Since 1917 the teacher training institutions of the state have been committed to the division of labor principle. The University of Washington and the State College of Washington train high-school and junior high-school teachers, while the three Colleges of Education train elementary and junior high-school teachers. Five years of training are required for the certification of high-school teachers and four years for the certification of junior high and elementary school teachers.

During the past year the Colleges of Education have made a case for graduate training to culminate in the conferring of the master's degree in elementary education. The Strayer Commission has recommended this extension of the program of the Colleges of Education. Because of the scarcity of teachers on the elementary level, the Strayer Commission also recommended that the University be empowered to launch a program of elementary teacher training.

The State Board of Education has considered these proposals in two sessions. A committee of nine, appointed by the State Superintendent of Public Instruction, who serves as President of the State Board of Education, considered the proposals between sessions. Near the conclusion of the second session of the State Board of Education, it was decided to prepare a bill which, if passed by the Legislature, and signed by the Governor, would empower the State Board to make such modifications in the programs of the teacher training institutions as it deemed were justified by facts and conditions. In the past the Legislature has always made such changes in the programs of the higher institutions of the state.

It is true that there is an acute scarcity of elementary teachers in the state of Washington, and it is true also that the University is located in the greatest population center (Seattle) of the state. It is

stated that Seattle is not supplying its share of elementary teachers for the reason that the nearest state institution preparing elementary teachers is eighty-seven miles away, or for the reason that there is no state institution in Seattle that trains elementary teachers.

The actual reason for the scarcity of elementary teachers is that young people in large numbers are not now interested in teaching on any level, say the opponents of abandoning the division of labor principle in teacher training in the state. It is generally agreed that the real problem is the recruitment of more young people for teacher training and that Colleges of Education have the staffs and the facilities to meet the needs of all who will come.

A word about the proposal that the Colleges of Education confer the master's degree in elementary education is appropriate. The Colleges of Education rest their case on the need for training in elementary education beyond the bachelor's degree in the state, and their fitness, because of tradition, equipment, and staff, to provide such training. There is one other important point. Teachers in the state of Washington, even though they have the bachelor's degree, in order to keep their certificates in force must earn extra hours of credit periodically. These teachers should be permitted to earn graduate credit in the Colleges of Education for this work beyond the bachelor's degree, the logic and fairness of which is obvious.

THE FIRST STATE NORMAL HOLDS TO ITS COURSE

MARTIN O'CONNOR

President, State Teachers College, Framingham, Mass.

In the year 1851 Cyrus Peirce who by that time had resigned his position as principal of the first state normal school in America was asked by Henry Barnard just what he had hoped to accomplish. His answer was that he would make better teachers and especially better teachers for our common schools. He maintained that those who were occupied in teaching in the common schools possessed little fitness for their business, did not understand well either the nature of children or the subjects that they professed to teach and had little skill in the art of teaching or governing schools.

"I admitted" he said "that a skill and power to do all this might be acquired by trial if teachers continued in their business long enough; but while the teachers were thus learning, I was sure that the pupils must be suffering. In the process of time a man may find out by experiment how to tan hides and convert them into leather. But most likely the time would be long and he would spoil many hides before he got through. It would be far better for him to get some knowledge of chemistry and spend a little time in his neighbor's tannery before he set up for himself. So the more I considered the subject, the more the conviction grew upon my mind that by a judicious course of study and of discipline teachers may be prepared to enter upon their work not only with the hope but almost with the assurance of success."

Cyrus Peirce never for one moment had any doubt about what he hoped to accomplish. He carefully set up his objective and just as carefully worked out methods to achieve that objective.

Life in his day was comparatively simple. There were none of the complexities that have arisen to plague the present day administrator. His normal school produced teachers who were rather well prepared to meet the problems of their time.

In recent years we have seen the slow but steady evolution of the normal school from the two-year course to one of three years, and from the three-year normal school to the four-year teachers college. In the curriculum of the teachers college we have seen two patterns of work. Quite a generally accepted plan is that of setting up a two-year program resembling that of the liberal arts college upon which is superimposed two years of professional training.

At the State Teachers College at Framingham, which is the direct outgrowth of the original school presided over by Cyrus Peirce, we use another plan. We endeavor to keep ever before us our primary objective, that of training teachers for the elementary schools.

We, therefore, at our college, anticipate some of the professional work in our first two years. We plunge our student from the very beginning into the business of becoming a teacher. We urge him from the very outset to expose himself to profitable educational experiences which will stand him in good stead later. We try to impress upon him the fact that preparation for teaching is a continuous process, that it should go on as long as life itself. This is the way a student of medicine would proceed. It produces a good doctor. It will produce a good teacher.

THE CAUSE OF CONTROVERSY¹

Controversy seems to be an essence of human relationships. It exists alike between allies and enemies. Controversy on a high plane may be called debate; on a low plane, quarrel. Based upon experience, progress seems not to be made without it, although it may be a hindrance to progress.

Men of good will are urged to avoid controversy by the philosophers of all ages. The Apostle Paul gave his follower Titus the general advice to "avoid foolish questions and contentions, for they are unprofitable and vain" (Titus 3:9). Bishop Joseph Hall of England was more specific as to his own experience: "I have found that to strive with a superior is injurious; with an equal, doubtful; with an inferior, sordid; with anyone, a cause of unquietness."

Yet controversy persists. Men disagree in politics, in religion, in education, in economics, in law. Even in science where facts seem indisputable there is controversy.

We must give most of the disputants credit for sincerity. Leaving out those who argue merely to satisfy an ego, the others contend from a sense of duty. They battle for the truth, as they see it. They sacrifice mental ease and contentment for intellectual conflict. There must be reasons why men who might enjoy quiet make turmoil—why men who have much to gain through accord are willing to lose through discord.

I believe there is one fundamental cause of controversy in all areas of human misunderstanding that may be called sincere, and not based on greed or evil design. The cause is that men are divided naturally into two temperaments, one conservative, one liberal. In this division each member of the human family is on one side or the other of a theoretical line of exact neutrality.

Without doubt an individual's attitude is partly inherited, as a conservative or liberal temperament, from parents and ancestors. The children of a very conservative father are conservative. Of great influence is the environment of home and neighbors. Those who leave conservative homes and communities are shocked by the world's liberalism. Teachers and preachers press conservatism into the human clay they mold, if they are of that attitude. Similar though opposite influences develop liberal attitudes in liberal homes and communities.

So wherever groups of humans gather we have these two elements, conservatives and liberals. We give them other names, of course. In

¹ Presidential address of Hanor A. Webb, George Peabody College for Teachers, the Tennessee Academy of Science, November 29, 1946.

religion the conservatives may be called defenders of the faith, while liberals are called heretics. In politics the conservatives are the Old Guard, while the liberals are the New Dealers. In education a recent group of conservatives were the Essentialists, while the liberal group call themselves the Progressives. In civic matters the conservatives stand pat, the liberals break precedents. The pillars of a community are its conservatives, while its pioneers are the liberals. In exasperation we call the conservatives "mossbacks;" the liberals, "crack-pots."

Even in factual science we have the conservatives whose interpretations lag behind proven knowledge, and the liberals whose imaginations run ahead of knowledge.

Thus as men talk together in their varied interests, only the bare data of past events are not subject to controversy. There is no debate on the actual explosion of the first full-sized atomic bomb on July 16, 1945, in New Mexico. From there on the controversy rages all the way from military necessity to moral law. The debate on the political strategies made possible by the possession of these bombs has just begun. The economics of atomic piles versus coal-burning furnaces will in time involve management and labor in vigorous, possibly violent, disagreements.

Now surely an understanding of the cause of controversy should aid in controlling it. Could it be made clear to all honest disputants that their opponents' views were due less to principles than to philosophies, then compromise might seem more reasonable. Each conservative might say to himself, "I argue thus because I *am* a conservative; if I *were* a liberal I would doubtless see things as my opponent does." In like manner the liberal would accept his opponent as the possessor of a conservative temperament, rather than that he was stupid and stubborn. Each might deem the other a philosopher rather than a fool.

Under such circumstances, with the differences of opinion accepted as being due to opposite human temperaments, retreats from extreme positions would be favored by logic rather than prohibited by conscience. The believer in God in Heaven could have fellowship with the believer in God in Nature. The old politician could work with the newly elected G.I. for the community's progress. Old teachers could serve in new schools, and with young associates apply old techniques to new curricula.

Wherever the conservative can be stimulated and the liberal restrained the compromise is likely to prove practicable. Harmony and co-operation are likely to be in evidence. Discussion will seek truth, not conquest.

The true philosopher and scientist takes pride in quickening his own conservatism and tempering his own liberalism. He will do most of his arguing with himself. He will enjoy the pleasures of contemplation, and acquire a reputation for wisdom by his silence. When he does engage in disputation with his fellows, he will remember that the true purpose of the argument is to establish grounds for agreements, for co-operation, and for peace.

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A LIMITED SURVEY OF THE CONSTITUTIONAL HEALTH OF 41 FOURTH-GRADE PUPILS¹

RALPH W. HOUSE
East Tennessee State College
Johnson City, Tennessee

and

CLYDE MAE GOODMAN
Appalachian State Teachers College
Boone, North Carolina

THE SIGNIFICANCE OF CONSTITUTIONAL HEALTH

Health education in our public schools should receive greater emphasis in the future because of the number of men rejected for duty in our Armed Forces during World War II. The number of rejectees seems to indicate that the public school's health program does not develop strong young men and women. The two decades following the close of World War II should witness an effort on the part of school administrators to evolve a health curriculum which promotes children's constitutional health.

Constitutional health includes the normal values for protein, blood sugar, iron, calcium, phosphorus, vitamins, amino acids, *et cetera*, as established by the medical profession. One's constitutional health is an indicator of his capacity for unlimited mental and physical effort toward the attainment of goals in school, or in life outside of school. Constitutional health is a barometer of one's capacity for unending labor. Constitutional health as evidenced by the normal values for the various nutritional elements as well as by freedom from substructural defects is a fundamental factor in determining one's capacity for achievement, it would seem.

This investigation is a limited survey of the constitutional health of a number of fourth-grade children. A limited survey of constitutional health implies that not all the nutritional elements, nor all the body's substructural defects were studied.

APPARATUS USED IN STUDYING CONSTITUTIONAL HEALTH

A shock-proof, portable X-ray was used in making a survey of the following aspects of constitutional health: (1) Stage of sexual maturity or puberty as evidenced by the appearance of a sesamoid bone

¹ This study was done at Appalachian State Teachers College, Boone, North Carolina.

on ulnar side of the distal end of the first metacarpal, (2) stage of bodily maturation as evidenced by skeletal age, (3) arrested substructural growth as evidenced by missing carpal bones, (4) severe illness during preschool period as evidenced by scorings on the radius, and (5) drain on the labile minerals as evidenced by breaks in the trabeculae of the phalanges.

A hemometer^{2 3} with precision nonfade prismatic glass color standards and square measuring tube was used in determining each child's hemoglobin level. A hemometer is suitable for screening purposes, but is not suitable for an exact determination of a child's hemoglobin level as should be used in research of this kind.

THE SIGNIFICANCE OF THE DATA

The data summarized in Table I, in the opinion of the writers, are of inestimable value to the classroom teacher. These data reveal weaknesses in a child's constitutional health which make it very difficult for the teacher who lacks this information about her pupils to guide their educational development with anything like a reasonable amount of success.

TABLE I

A SUMMARY OF FIVE ASPECTS OF CONSTITUTIONAL HEALTH
AS EVIDENCED BY THE SUBSTRUCTURAL DEVELOPMENT
FOUND IN 41 FOURTH-GRADE CHILDREN

Types of Substructural Development	Number		Total
	of Girls	of Boys	
More than two years away from puberty	20	15	35
Within two years of puberty, or pubescent	6	0	6
Arrested substructural growth	1	2	3
Scorings on the radius	2	2	4
Drain on the Labile Minerals	26	15	41

Table I summarizes data which indicate that six girls are within two years of puberty as evidenced by the appearance of a sesamoid bone⁴ on the ulnar side of the distal end of the first metacarpal. This seems to be a significant fact for their teacher to know as approximately one year from the time these girls were X-rayed they should be in the second negativistic period. This knowledge should enable the teacher to be more skillful in her handling of these children as

² Kolmer, John A. *Clinical Diagnosis by Laboratory Examinations*. New York: D. Appleton-Century Company, 1943.

³ Todd, J. C., and Sanford, A. H. *Clinical Diagnosis by Laboratory Methods*. Philadelphia: W. B. Saunders Company, 1944.

⁴ Breckenridge, Marian E., and Vincent, E. Lee. *Child Development*. Philadelphia: W. B. Saunders Company, 1943, p. 242.

she now knows that they will have a tendency to manifest a negativistic attitude when events in the classroom do not go to suit their way of thinking.

Data in Table I show that one girl and two boys have arrested substructural growth as evidenced by missing carpal bones in their wrists. Some authorities⁵ are of the opinion that if an endocrine gland dysfunction, severe illness, malnutrition, or all three factors operating together can cause a delay in the appearance of carpal bones in the wrist, is it not possible that the maturing or ripening of the cells in the higher brain centers could be delayed also? It would seem safe to say that these missing carpal bones seem to indicate delayed substructural growth. What the significance of this delay as related to the learning process may actually mean remains to be established by further research.

Data in Table I indicate that four pupils had very small scorings on their radiuses. A scoring on the radius is evidence that normal bone growth has been arrested due to illness, gastro-intestinal conditions, etc.

Table I summarizes data which indicate that every child had breaks in the trabeculae of the phalanges. Breaks in the trabeculae⁶ are evidence that the removable minerals in the bones are being used to supplement the minerals obtained in the diet. Some authorities⁷ state that the heart, nerves, and muscles need calcium salts to stabilize their activities.

Co-twin experiments have presented data which seem to substantiate the need for fitting the curriculum to a child's level of bodily maturation. The data in Table II show that 23 pupils have the same skeletal age as their chronological age. Two girls are immature by one year; three girls and four boys are *immature by two years*. One girl and two boys have a skeletal age in excess of their chronological

⁵ Saucier, W. A. *Theory and Practice in the Elementary School*. New York: The Macmillan Company, 1941, p. 11.

⁶ Todd, T. Wingate. *Atlas of Skeletal Maturation*. St. Louis: The C. V. Mosby Company, 1937, p. 28f.

⁷ Breckenridge, op. cit., p. 116.

TABLE II

A SUMMARY OF THE SKELETAL AGES OF 41
FOURTH-GRADE PUPILS

<i>Skeletal Age Status</i>	<i>Number</i>		<i>Total</i>
	<i>of Girls</i>	<i>of Boys</i>	
<i>Accelerated by two years</i>	6	0	6
<i>Accelerated by one year</i>	1	2	3
<i>Skeletal age and chronological age approximately the same</i>	14	9	23
<i>Immature by one year</i>	2	0	2
<i>Immature by two years</i>	3	4	7
<i>Total</i>	26	15	41

age by one year; six girls have a skeletal age in excess of their chronological age by two years. Skeletal age is considered by many authorities to be a good indicator of a pupil's stage of bodily maturation. Knowledge of a pupil's stage of bodily maturation should be of value to his teacher.

Table III summarizes data which show that one girl and two boys had hemoglobin levels of 14.0 grams or better in October. The data for December show that one girl and one boy had hemoglobin levels of 11.0 grams or 11.5 grams which were the highest levels for that month. The data for February show that two girls had hemoglobin levels of 12.0 or 12.5 grams; these readings were the highest levels for February. The data for April show that four girls had the highest hemoglobin determinations, namely: 12.0 or 12.5 grams. For some reasons not known to the writers this group of children was lowest as a group in December; they made significant gains in February as evidenced by twenty pupils who had hemoglobin levels of 11.0 grams or better as compared with two pupils who had hemoglobin levels of 11.0 grams or better for December. The group slumped again in April as evidenced by fourteen pupils who had hemoglobin determinations of 11.0 grams or better as compared with twenty pupils who had 11.0 grams or better for February.

The hemometer should become one of the public school's most useful screening tests. Milam⁸ has this to say about the usefulness of a hemoglobin determination for the public school:

We have been conducting a nutritional survey in North Carolina for the past six years using many tests for diagnosis of nutrition status. By far the most satisfactory test has been the hemoglobin determination, and a low hemoglobin level is one of the commonest of the abnormal findings in the school populations surveyed.

⁸ D. F. Milam, M.D., Chapel Hill, North Carolina.

TABLE III
A SUMMARY OF THE HEMOGLOBIN DETERMINATIONS
FOR 33 FOURTH-GRADE PUPILS

Number of grams	October		December		February		April	
	Number of girls	Number of boys	Number of girls	Number of boys	Number of girls	Number of boys	Number of girls	Number of boys
14.0-14.5	1	2						
13.0-13.5	4	2						
12.0-12.5	10	5			2		4	
11.0-11.5	6	2	1	1	12	6	7	3
10.0-10.5		1	7	4	6	5	8	8
9.0- 9.5			12	7	1	1	2	1
8.0- 8.5			1					
Total	21	12	21	12	21	12	21	12

Milam used a photoelectric instrument for making hemoglobin determinations. Milam's statement seems to indicate that the teachers in our public elementary schools need to study methods that they could use in measuring the constitutional health of their pupils.

SUMMARY

The data obtained in this study seem to support the following conclusions: (1) Skeletal age is a valuable maturity age for teachers to use in adjusting the curriculum to their pupils. Skeletal age, mental age, and achievement age, appear to be the three most useful maturity ages which can be used as criteria in adjusting the curriculum to meet the needs of children. (2) The appearance of a sesamoid bone on the ulnar side of the distal end of the first metacarpal is an indicator that puberty or sexual maturity is two years away. The appearance of this sesamoid is one more indicator of bodily maturation. The year preceding puberty or sexual maturity is known as the second negativistic period. This data should prove useful to teachers. (3) A low hemoglobin level may mean that a child has an infectious process, or it could mean that he has an iron deficiency anemia. An iron deficiency anemia is easily corrected by the medical doctor. An infectious process may prove to be an expensive thing to locate and to correct. (4) Breaks in the trabeculae of the phalanges indicate that the child is consuming the removable (labile) minerals in his bones. Serious breaks in the trabeculae indicate that the child is in need of medical care. (5) Scorings on the radius indicate that the child has had a severe illness, gastro-intestinal trouble, etc. These data seem to have value for teachers in the primary grades. Problem children often have their genesis in a severe illness.

The data presented in this study seem to be useful indicators of a child's constitutional health. The time is approaching when teachers should be expected to understand and use such data in adjusting the curriculum to each child.

"BEHOLD, I MAKE ALL THINGS NEW"

J. K. LONG

Assistant Superintendent in Charge of Secondary Education
Louisville Public Schools

The man who wrote the book of the Revelations would be at home today among those who write about post-war education. That inspired person records that he heard a voice say, "Behold, I make all things new. Write!" He said further that he had a command to show those "things which must shortly come to pass." During the last few years prolific pens activated by keen minds have produced elaborate word pictures of education as it is to appear in the post-war era.

The blue prints thus produced show an American public school system improved in many features. For example, it is generally agreed that there will be more opportunities for pupils to obtain needed vocational training. The new curriculum offerings will show a proper balance between vocational and academic educational opportunities. The new schools will provide audio-visual materials found by the War and Navy Department to be so valuable as aids in teaching and learning. It is considered imperative that old and inadequate school buildings be replaced by modern structures suited to the programs of education housed in them. The standardized requirement for class size will become less inviolable. The school term is to be lengthened. All teachers will be paid a subsistence wage. It is proposed that opportunities for all adults to attend school be provided as a part of the program of public education. The design for post-war schools has in every classroom a teacher who has the professional training and the personal traits which fit him to guide the educational and personality development of boys and girls who must shortly accept the challenges and responsibilities of American citizenship.

The list of statements describing new features of post-war education could be amplified to attain considerable magnitude. Projecting these improvements on paper will avail nothing unless the American public is aroused to the essentiality of an adequate program of education to the extent of being willing to pay the additional price necessary to obtain such a program. To speak of paying an increased price for education on a national scale is to mention a theme that has not been too popular in some areas in the past, nor at the present time, for that matter.

In terms of principles of economics, price determines not only how

much of a thing is bought, but whether it is bought at all. A similar principle applies in translating into realities the blue prints of post-war education. The creators of the new order know this is true. But are the people who must pay the price sufficiently well-acquainted with the facts? Not only is there need for enlightenment on a national scale, but there is also the necessity of informing people locally of the needs in their schools. Not only should the needs be presented clearly, but also the means and methods of paying the price for needed improvements. A large part of the price which must be paid to improve education in the United States must be paid in money. It is true that there are prices to be paid in human contributions and assets which do not involve money. Whether the price can be paid with money or with human values of intelligence and leadership, it is a simple fact that improvement in education is purchasable only at a price.

It is enlightening to apply simple arithmetic plus a little reasoning to some of the proposals for improving post-war education with the idea of estimating the price of realization of the proposals.

Who will pay the price for a lengthened school term? One recommendation is that the minimum length of the school term be 200 days. According to the United State Office of Education, the average length of term in the United States in 1941-42 was 175 days.¹ To make the term average 200 days would require an addition of only 25 days. This seems simple enough. It is an increase of only 14 per cent. The cost of living has risen considerably more than this without very much effort on anybody's part. To pursue the matter a little further, assume that if the length of school term is increased 14 per cent there would be a like increase in the per pupil cost of education. There are great variations in cost, but Commissioner Studebaker has reported that an average for the United States can be taken at \$98.31 per pupil in average daily attendance.² Increasing this amount 14 per cent adds \$13.76 per pupil. Up to this point the calculations involve only simple arithmetic. If one other assumption is made and then a little more arithmetic is applied, an amount is obtained which is large enough to displease those who oppose Federal aid to education. The number of pupils enrolled in public schools in the United States is approximately twenty-five million. To say that twenty-one million of these are in average daily attendance is not an unreasonable assumption. If it is necessary to add \$13.76 to increase the length of term 25 days for one

¹ Biennial Surveys of Education in the United States, 1938-40 and 1940-42 Statistics of State School Systems, 1939-40 and 1941-42, Vol. II, Chap. III, p. 17 U. S. Office of Education.

² Ibid., p. 28

pupil, then it is necessary to add \$288,960,000 to increase the average length of term to 200 days for twenty-one million pupils. Perhaps in the light of this reasonable estimate it would be a wiser policy to try to bring up the length of term in those districts below the present average.

Who will pay the price for new school buildings? The proposal to eliminate school buildings that are too small, too old, or too poorly planned and to replace them with new buildings of improved design and construction can be examined tangibly. In 1941-42 there were in use in the United States 222,660 school buildings.³ Of this total, 107,692 were one-room schools (48.4 per cent). For purposes of calculation let it be assumed that it would be wise to consolidate the rural one-room districts, practically all of them are in rural areas, into larger districts. An average pattern of consolidation could provide an eight-classroom structure to replace eight one-room buildings. This would mean that 13,461 new buildings would be needed. What would be the approximate price of the new buildings? Building costs will fluctuate to conform with labor supply and market conditions. For this reason an estimate of the cost of a building is a guess. It seems reasonable at the present time to assume that the cost of an eight-room building would not be less than \$60,000. This estimate is based upon an average of \$7,500 per classroom. On this basis, the price to be paid to replace the one-room buildings is \$807,660,000.

Kentucky has a liberal percentage of one-room schools. 23.3 per cent of the State's teachers are working in one-room buildings. The total number of one-room elementary schools in the State is 4,158.⁴ This is 54.7 per cent of the total number of public schools. Those who oppose Federal aid for education would do well to look further into these facts.

The price of the new buildings is only one item of cost. Consolidation and new buildings necessitate means of transportation. An approximation of transportation cost could be made only after studying each consolidated district. The fact that transportation is provided for 18.3 per cent of the pupils enrolled in public schools in the United States at an average yearly cost of \$20.64 per pupil transported may throw some light on the cost of transportation. Kentucky transports 19.7 per cent of the pupils enrolled at a cost of \$14.74 per pupil.⁴

Elimination of one-room schools in rural areas does not by any means conclude the matter with reference to needs for new school buildings. Dr. N. L. Engelhardt, past-president of the American Asso-

³ Ibid., p. 32

⁴ Ibid., p. 76

ciation of School Administrators, has recently made what he terms a conservative estimate of the Nation's needs for post-war school buildings. He based his statement on information secured from 806 superintendents of schools. Dr. Engelhardt believes that the cost of construction of needed school plants in the United States will exceed one billion dollars. The City of Louisville, according to the Works Survey Report, needs to spend \$7,245,000 for new school plants. A question that must be answered for Louisville and other school districts is how much of the building costs can be borne locally and how much obtained from the Federal Government.

Who will pay the price for programs of adult education? The need for a publicly supported program of adult education is an example of a feature of the new order that must be paid for in adjustments in thinking as well as in money. Many adults would have to accept the idea that there is something in school for them to learn. Those persons who take the lead in planning adult education must pay the price of getting the facts as to what adults need and want to learn in school. The need for adult education seems to be well established. The United States Statistical Abstract cites 1940 census figures which show that there are 44,517,676 persons 25 years old and over who have not had more than eight years of schooling. This is 59.5 per cent of persons 25 years old and over. On a majority basis, this group could carry any national election. To further emphasize the need for opportunities for adults to attend school, it could be pointed out that 10,104,612 adults have had less than five years of schooling. This is 13.5 per cent of persons 25 years old and over.

Who will pay the price for audio-visual equipment comparable to that used in the military training program of the army? Speaking before the American Association of School Administrators in Atlanta in February, 1944, General Walter L. Weibel, Director of Military Training, Army Service Forces, said with reference to the army's methods of teaching, "To save time and achieve efficiency we make extensive use of such training aids as training films, film strips and lantern slides, still photographs of large size, posters and illustrations, maps, charts, blackboards, textbooks, and manuals." It is probable that public schools do not need equipment comparable in variety and quantity to that used in the army or in the air forces, but post-war planners are unanimous in the belief that much more is needed than has ever been available to public schools. For example, the American Council on Education in its measure for audio-visual programs in schools states that minimum equipment necessary for every 200 students is one 16-mm. sound projector, one film strip projector, and one transcription

player. On the basis of current price quotations for 16-mm. sound projectors alone, it would cost the Louisville Public Schools approximately \$100,000 to bring its equipment up to the Council's recommended minimum.

Who will pay the price to equalize differences in educational opportunities in rural and city schools? The White House Conference on Rural Education called last year at the suggestion of Mrs. Roosevelt and the National Education Association emphasized facts which indicate that American public opinion has not been greatly concerned about inequalities in educational opportunities between rural and urban children. Among the facts cited at the time, and now forgotten as are the results of most conferences, are these statements. About half of the children enrolled in public schools of the United States are in rural schools. The yearly per pupil expenditure for rural children is \$86, while for city children it is \$124. One hundred thousand rural teachers get \$12 per week or less. The average yearly salary for rural teachers is \$967 as compared with \$1,937 for city teachers. The White House Conference concluded with the statement that a sum of one billion dollars would be needed to start the job of providing better prepared teachers, better buildings, and a longer school term for rural children.

Who will pay the price to enlarge the program of vocational education? Commissioner Studebaker has reported that about one-third of the pupils enrolled in high schools in 1942 were enrolled in vocational education classes. About a million and a quarter of the students in vocational courses are enrolled in Federally-aided courses. Public schools have been panned for being too academic in their curricula. It does not require research to discover one very important reason why high schools continue to stress traditional academic courses. It costs much less to be academic.

Who will pay the price to "make all things new" in education? If you are not ready to answer, you may still feel that you are in good company. No less a person than Solomon said, "It is the glory of God to conceal a thing."

SURPLUS PROPERTY AND VETERANS' EDUCATION

ERNEST V. HOLLIS

Division of Higher Education
U.S. Office of Education

Your President has been kind enough to ask me to make an interim report to members of the Southern Association of Colleges on an educational facilities program for veterans which the Division of Higher Education administers for the United States Commissioner of Education and which the Bureau of Community Facilities administers for the Federal Works Administrator.¹ This program was authorized in August, 1946, by the Mead bill which Congress enacted as Public Law 697. To provide a frame of reference for the report, I shall review briefly the surplus property activities of the U.S. Office of Education, State Educational Agencies for Surplus Property, and the Federal Public Housing Authority.

It would be hard to over-estimate the salutary influence of leaders in State, regional, and national educational associations in shaping surplus property and other Federal post-war plans for aiding colleges and universities with their reconversion problems. Their viewpoints are embedded in both basic legislation and Government administrative policies. When war surplus property was first made available to schools and colleges by owning agencies, schoolmen in procuring it used most of the techniques ascribed to rugged individualists in private business. Representatives of voluntary educational associations have been most helpful in bringing a semblance of approved social behavior into what was becoming a highly individualistic enterprise. At the same time their counsel and co-operation have encouraged Federal disposal agencies to simplify procedures required of colleges seeking to qualify for surplus property.

FEDERAL-STATE SURPLUS PROPERTY AGENCIES

Both prior to and following the passage of the Surplus Property Act in 1944, personnel in the U.S. Office of Education devoted considerable time and effort to the development of tentative plans for assuring participation by educational institutions in the distribution of surplus war property. Educators in general agreed and succeeded in 1945 in convincing the Surplus Property Administration that the disposal of

¹ Hereafter to save space the Bureau of Community Facilities of the Federal Works Agency is usually abbreviated FWA.

surplus educational facilities was a specialized and complex professional task. As a result, it retained the services of the U.S. Office of Education through a Division of Surplus Property Utilization financed by the disposal agency but administered by the U.S. Commissioner of Education.

In order to maintain defensible Federal relationships and to secure a broad and equitable distribution of surplus property becoming available to educational claimants, it seemed desirable for each State to accept responsibility for all local functions in the program. At the suggestion of the Commissioner to the Governor of each State, a State Educational Agency for Surplus Property was established in each of the States by executive action or by the legislature.

The chief responsibility of the Division of Surplus Property Utilization in the U.S. Office of Education in the WAA discount sales program is at present confined to the real property disposal program and to the planning of special programs for the sale of certain long supply items of surplus property to educational claimants at nominal prices.

In March, 1946, the War Department and Navy Department requested the U.S. Office of Education to assist in their respective donation programs by screening all institutional requests and approving them on the basis of eligibility, need, and utilization. The Division of Surplus Property Utilization accepted this responsibility and secured a liberalization of donation policies. Drastic reductions in military personnel caused the U.S. Office of Education to accept the responsibility of locating, screening, freezing, and allocating the items of equipment the armed services were willing to donate to schools and colleges. Thus the field representatives of the U.S. Office of Education, with the assistance of "accredited assistants" working on a volunteer basis in each State, locate educationally useful property and allocate it among States for fair distribution by the State Educational Agencies to schools and colleges having the greater need.

FPHA HOUSING FOR VETERANS

By summer of 1945, it was evident that demobilized servicemen would overtax college student housing. By the fall semester of 1946, a rapidly rising tide of enrollment brought an all-time high of over 2,000,000 students, more than half of whom were veterans. To further complicate the situation, one-fourth of the veterans were married and 10 per cent of this group had one or more children.

To aid colleges in meeting the unprecedented strain on student housing facilities, especially for married veterans, the Congress, in December 1945, made the first of two appropriations to the Federal

Public Housing Authority for dismantling, removing, and reerecting temporary housing for veterans and their families. Approximately half of the \$445,000,000 appropriated was allocated for housing on college campuses. FPHA has accepted commitments to provide approximately 101,500 temporary buildings at educational institutions. Roughly, 51,800 of these accommodations were to be family dwellings and 49,700 dormitory type units. Approximately 48,500 of the 101,500 units were completed in 1946. At the end of the year another 50,500 were under construction, and contracts were being negotiated on the remaining 2,500 units.

Unless the 80th Congress provides additional funds, FPHA may not be able to complete its commitments to provide temporary living quarters for veterans at educational institutions. This regrettable situation has been brought about, among other causes, by sharp rises in labor costs since commitments were made to most colleges, by strikes and other labor disturbances, by an acute shortage of critical materials in Government surplus, and by inept management practices. Whatever the cause at an individual campus, the end result has been headaches and chagrin for FPHA, disappointment and irritation for college officials, and discomfort, higher cost, or lost opportunity for veterans. It is of course recognized that in its effort to provide temporary instructional buildings on college campuses, the Veterans Educational Facilities Program faces similar hazards.

In addition to the housing it contracted to finance, the FPHA added to the potential supply of student housing 33,500 structures which were given to colleges that were able and willing to remove and reerect them at their own expense. Under Public Law 697 the FWA is also able to transfer to educational institutions non-residential structures for removal without expense to the Government.

VEFP UNDER PUBLIC LAW 697

Now comes the program for which I have an immediate responsibility, namely, the Veterans Educational Facilities Program authorized by Public Law 697. The Act authorizes the U.S. Commissioner of Education to determine, upon request from an educational institution, whether there exists or impends an acute shortage of education facilities required for persons engaged in a program of education under the Servicemen's Readjustment Act. If the Commissioner's representative makes a finding of need for buildings and equipment, the Federal Works Agency is authorized to fill it without expense to the school or college, when and as facilities are transferred to it by the War Assets Administration. Congress has authorized FWA to spend \$100,000,000

for the purposes of the Act and has appropriated \$75,000,000 of the sum for immediate use.

With 1700 colleges and perhaps half as many precollegiate vocational schools and public school systems likely to participate in the program, it seemed necessary to have a decentralized administrative arrangement if needs were to be determined rapidly and effectively. Consequently, the Office of Education placed in each of the nine regional offices of the Federal Works Agency a staff of men qualified and authorized to make findings of need without referring each case to Washington for review. This arrangement also permits our representatives to work side by side with the FWA staff that has immediate responsibility for supplying educational facilities for which findings are made. Five months' experience with this administrative arrangement has been very satisfactory to the two co-operating Federal agencies, and I have been assured by many college officials that they appreciate the opportunity this arrangement provides for direct personal contact with authorized Federal officials.

Through the co-operation of several professional and governmental groups interested in the project, we have been able to devise a fairly simple form for the use of educational institutions in justifying their needs. The same counsel has stimulated us to keep "government red tape" to a minimum in the other paper work and administrative procedures required of participating institutions. Moreover, instead of relying on a formula of fixed standard which could be administered uniformly and mechanically, it was decided to select men of ability and experience in college administration and to "give them their heads" in using common sense principles and policies in making findings of need. This arrangement, of course, has been supplemented by constant oral and written consultation with me, an assistant director, and a statistical analyst who constitute the professional staff of the project in Washington.

Perhaps you are more interested in what VEFP is achieving than in how it is organized and administered. Our nine groups of educational officers have received 1,257 Justifications of Need from schools and colleges and have made findings on 1,026 of them. In addition to classroom equipment—which will be reported on later—this group of institutions had requested temporary buildings for educational purposes which in the aggregate approximated 22,165,000 square feet of floor space. This figure is not gross space and must be increased by approximately 20 per cent to provide for corridors, closets, wash rooms, and the like. This would increase the floor space requested to a gross of 26,598,000 square feet. The VEFP field staffs screened the

1,026 requests and made findings for 13,160,000 square feet of usable floor space or a gross area of 15,792,000 square feet. The large gap between requests and findings is accounted for largely by the failure of some institutional representatives to understand that residential housing was not included and that other housing was limited to urgently needed temporary structures required for veterans.

We have taken steps to insure an equitable distribution of educational facilities among the States. The \$75,000,000 appropriation has been allotted according to the ratio of the veterans of a State to the total number of veterans in the United States. In keeping with this principle, FWA has to date processed 754 Justifications of Need and has arranged to provide educational housing estimated to cost \$53,537,-950. The Federal Works Agency estimates that the maximum building space it can provide with \$75,000,000 is 12,245,000. This calculation is based on a unit cost of approximately \$6.00 per square foot.

The figures in the above paragraph indicate rather clearly that funds now available will scarcely provide for three-fourths of the findings already made. The ratio will not improve when the \$100,000,-000 authorized for the program is matched with the findings our educational officers have or will certify as being needed to meet an acute shortage. Our field staff forecast indicates that before the program ends schools and colleges will have requested 40,000,000 square feet of space and that our findings will total 23,000,000. Therefore, the FWA will need at least \$40,000,000 more than Congress has authorized, if institutions are to be furnished the space the Office of Education certifies they need. The gap should be emphasized at this time so that college officials will not be disappointed or disgruntled if the Federal Works Agency is unable with its present and potential appropriations to build all of the housing for which we have made findings of need. It should be remembered that the Office of Education was authorized to make findings in terms of emergency need rather than in terms of available money. We have tried to make this point clear in all of our negotiations and especially at the time we notified an institution of the finding that had been made for it.

From the discussion to this point, one might infer that the educational facilities available under Public Law 697 are limited to temporary housing for instructional and related purposes. On the contrary, it makes provision for the transfer of all types of educational equipment for which we make a finding of need and which FWA can secure from the War Assets Administration. Through the high priority of FWA, the program has been able to secure a greater variety and amount of equipment than has heretofore been available to educational institu-

tions. As is true of buildings, the equipment provided under P.L. 697 is without cost to participating educational institutions.

Despite the high priority of the Federal Works Agency, it has not been able to get many kinds of educational equipment that are in critical shortage in WAA surplus and practically nonexistent in the open market. The regulations of WAA of course require that items in short supply be reserved for preferential buyers. An arrangement was made which permits educational institutions that qualify under VEFP regulations to purchase these scarce categories of equipment at 95 per cent discount. These categories of equipment are listed in CPA Direction 23 to Priority Regulation 13 and in WAA Order 6 to Regulation 14, each of which was issued on October 4, 1946, and unless extended will expire March 31, 1947. Copies of these directives have been sent to all college presidents, to Chief State School Officers, and to many other school officials.

An institution cannot procure equipment under the plan just described unless it can justify its need for such equipment for use in a program of education for veterans as prescribed by P.L. 697. This means that it must submit a list of the equipment to be purchased and information on which a finding of need for it can be made. The school or college may then send purchase orders to the Federal Works Agency to be certified and forwarded to the WAA warehouse where the equipment may be located.

Perhaps \$5,000,000 worth of equipment from WAA warehouses has already been delivered to schools and colleges. In addition VEFP has been able to secure all of the equipment and furnishings in OPA offices throughout the nation. We accepted this equipment at its OPA location and arranged for near-by institutions to move it directly to their own buildings. The War Assets Administration certainly can point to its handling of OPA equipment as one example of prompt and socially useful disposal of surplus property.

As we go forward with the Veterans Education Facilities Program, I hope that our own staff and that of the Federal Works Agency will continue to have your co-operation and understanding. We pledge you a continuance of our best efforts to provide a prompt and justifiable administration of the law we are authorized to administer.

PEABODY BIMONTHLY BOOKNOTES

Selected Professional and Cultural Books for a Teacher's Library

January 1947

Booknotes Committee: Ruby Cundiff, Susan B. Riley, Norman Frost, Chairman.

Secretary to the Committee: Martha Dorris.

Annotators for this issue: Jack Allen, O. C. Ault, Roy P. Basler, Ralph F. Berdie, Viola Boekelheide, H. C. Brearley, John E. Brewton, W. A. Bridges, Beatrice M. Clutch, A. L. Crabb, Leonidas W. Crawford, Ruby E. Cundiff, C. Alicia Dickson, Ruth B. Duncan, Norman Frost, Harrell E. Garrison, L. L. Gore, Susan W. Gray, Elizabeth Greer, Henry Harap, H. Bowman Hawkes, Ruth Hoffman, A. M. Holladay, Freida Johnson, W. C. Jones, J. H. Lancaster, Lawrence Maddock, Donald Michelson, Mary Morton, Mamie Newman, Norman L. Parks, Nathaniel Patch, Katherine Reed, J. B. Sanders, Will P. Saunders, E. J. Smith, S. L. Smith, Edwin E. Stein, Madge P. Stoner, William H. Vaughn, Mary P. Wilson, Theodore Woodward.

Arts

BAST, HERBERT. *New Essentials of Upholstery*. Bruce Publishing Co., c1946. 301p. \$2.75.

For upholstering new or old furniture this book will be needed. It gives the equipment, materials, and procedure for all types of upholstering. The many photographs are well planned and clearly show the procedure.

BENOIT-LEVY, JEAN. *The Art of the Motion Picture*; translated by Theodore R. Jaeckel. Coward-McCann, Inc., c1946. 263p. \$3.50.

A translation of a French book giving the various categories of pictures; the techniques and art of making them; the inventions and research in the background of motion picture history and all directed toward an understanding of their educational possibilities and uses. A very interesting and informational treatise.

BUSS, TRUMAN. *Simplified Architectural Drawing*. American Technical Society, c1946. 258p.

A valuable textbook and reference for the student and draftsman of architecture. In the new world of tomorrow the student needs a full background of his subject that he may open up the more exciting adventures of the future in planning and building. This book gives both to the student and should leave him a more finished individual.

CHERRY, RAYMOND. *General Leathercraft*, rev. ed. McKnight and McKnight, c1946. 111p. \$1.20.

A good book giving directions for making many leather articles. The operations written in worksheet form are concise and well worded. The illustrations are very helpful. A needed book for every leathercraft shop.

CRAIG, HAZEL THOMPSON, and RUSH, OLA DAY. *Clothes With Character; The Charm Chart*. D. C. Heath and Co., c1946. 277p. \$1.68.

Personality and the part that clothes have in its development have been treated in a very interesting and readable manner. Although planned primarily for the high-school girl, the junior-college girl could gain much help from it. The information has been presented in such a way as to make one see the joy derived from being a well-informed, attractively dressed consumer.

DANK, MICHAEL CARLTON. *Adventures in Scrap Craft*. Greenberg Publisher, Inc., c1946. 376p. \$4.00.

A book of suggestions for things to make of scrap wood, metal, felt cartons, wallpaper, cardboard, leather, and many materials that may be found around the house. The directions are good and many interesting articles are suggested. The projects shown in the illustrations however, would be more attractive if they were not so ornate and were better designed.

DAVIS, FREMONT, and VAN DE WATER, MARJORIE. *Use of Tools*. Infantry Journal Press, c1946. 239p. \$3.50.

Contains helpful suggestions on how to use the most commonly used tools, each illustrated by photographs of their use on the job training.

DAVISON, ARCHIBALD T., and APEL, WILLI. *Historical Anthology of Music*. Harvard University Press, 1946. 258p. \$7.50.

This is indeed a most welcome item for any music library. The first volume includes a representative collection of pre-seventeenth century Oriental and Western world music. Dr. Apel gives us an edition which should be accurate and representative. It will be especially useful to teachers in colleges. It is this type of work which will en-

able the teacher of Music History to make the subject more meaningful.

DEAN, JOHN P., and BREINES, SIMON. *The Book of Houses*. Crown Publishers, c1946. 144p. \$2.00

A guide to home planning and budgeting, including most of the principles involved in building a home. Many types and layouts are given for analyses of the builder. The legal aspects, safety, care, and repair are important chapters. The book would be an excellent text for those planning classes in high schools.

DEUCHER, SYBIL. *Edvard Grieg, Boy of the Northland*. E. P. Dutton and Co., 1946. 165p. \$2.50.

Miss Deucher has presented in a very charming manner the facts and incidents in Grieg's life which are of interest and value to boys and girls. The illustrations and musical excerpts add much to the attractiveness and worth of the book.

FEIRER, JOHN L. *Modern Metalcraft*. Manual Arts Press, c1946. 288p.

A book for the teacher, pupil, and home workshop. It is worked out on the bases of jobs to be done. Clearly illustrated for the beginner or for the experienced craftsman. Many good projects are suggested.

FORD, COREY. *The Horse of Another Color*. Henry Holt and Co., c1946. unpag. \$2.50.

A rather laborious attempt to be funny.

FORMAN, ROBERT. *Architectural Models*. Studio Publications, 1946. 63p. \$1.00. (Make It Yourself).

A valuable little book for the model maker and instructor of drafting or architecture. It is organized from simple to complex models. Working steps are clearly illustrated and described.

GARNELL, HELENE. *Oh Dear! What Shall I Wear?* Liveright Publishing Corp., c1946. 120p. \$2.00.

This is a cleverly written book on the do's and don'ts of appropriate and attractive dress for women. It provides profitable reading for the woman with a limited clothes budget. The catchy chapter titles, witty expressions, tricky poems, and unique illustrations make the book entertaining as well as informative. A book which every woman should read.

GERMAINE, INA M., ed. *Design for Decoration*. Robert McBride and Co., c1946. 178p. \$4.00.

This book is very comprehensive. The many illustrations furnish many ideas to one interested in making home surroundings attractive and livable.

GRONOWICZ, ANTONI. *Sergei Rachmaninoff*. E. P. Dutton and Co., 1946. 153p. \$2.50.

A very informal sketch of the life of Sergei Rachmaninoff. Very easy reading. Not a book recommended for a factual text

but entertaining for young people in particular.

HERZEL, CATHERINE, and HERZEL, FRANK. *To Thee We Sing*. Muhlenberg Press, 1946. 254p. \$2.00.

An enjoyable piece of reading for anyone interested in the heritage of hymns, regardless of church denomination. It is in easy-reading narrative form, yet factual and to the point. The authors discuss hymnody from the earliest times to the present. Choir members and choir directors will be especially interested in the accounts of favorite hymn tunes and texts.

JOHNSON, WILLIAM T., and NEWKIRK, LOUIS V. *Leathercraft*. Webb Publishing Co., 1945. 101p. \$2.00. (Hobbycraft Series).

An inviting book of good photographs and attractive drawings of leathercraft. The directions are simple and well worded. The chapter on *The Materials You Use* is especially good. A good book for the beginning leathercrafter of high-school age or adult.

JONES, GLADYS BECKETT. *Manual of Smart Housekeeping*. Chester R. Heck, Inc., c1946. 170p. \$2.00.

This book is written for the housewife and could be used as a reference book in high school or college. It takes up the care of woodwork, metal, removing spots and stains, washing, etc. It is a very good and practical book.

LA VIOLETTE, JOSEPH B. *Modern Lettering Simplified*. House of Little Books, c1945. 48p.

A beginner's manual for brush and pen lettering. This book has excellent diagrams showing brush techniques step by step. The alphabets and layouts will be of interest to the teacher who is looking for suggestions on poster making. The value of this work lies in its simplicity and appeal to the letterer of limited experience.

LEEMING, JOSEPH. *Fun With Plastics*. J. B. Lippincott Co., c1946. 79p. \$2.00.

A book of many helpful suggestions and directions for the making of plastic articles. The book is attractive and invites experimentation with this popular craft.

LOCKREY, A. J. *Plastics in the School and Home Workshop*. D. Van Nostrand Co., c1946. 239p. \$2.75.

An excellent book on a new subject, offering a vast range of information. The manufacture, working, finishing and use of plastics is described and illustrated.

MARTIN, PHILIP L. *Animals For You to Make*. J. B. Lippincott Co., c1946. 85p. \$2.00.

A pattern book of animals for the making of toys giving directions for the making as well as the life and habits of each animal. The illustrations are well drawn, showing a simplicity of line.

NESTYEV, ISRAEL V. *Sergei Prokofiev*. Alfred A. Knopf, Inc., 1946. 193p. \$3.00.

Mr. Nestyev gives us in this volume one of the best accounts of Prokofiev's life and musical style. Certainly a book worth owning if interested in modern Russian music.

READE, MARTIN and READE, VIVIAN. *That New Home of Yours—Build It Right*. Procyon Press, 1946. 94p. \$1.00.

A very "chatty" and informative discussion of house building problems from a layman's point of view. Cleverly illustrated and interesting.

REID, MARSHALL. *When You Build*. Robert McBride and Co., c1946. 160p. \$4.00.

A book of many parts. It takes the builder all the way from suggested interior to the final planning of the exterior. Homes of low and moderate cost are well illustrated.

RICH, ARTHUR LOWNDES. *Lowell Mason, the Father of Singing Among the Children*. University of North Carolina Press, 1946. 224p. \$3.00.

Mr. Lowndes has presented interesting facts of Lowell's life and has given many evidences of his wonderful contribution to not only the field of music education but to education in general. This book should be very valuable in understanding and appreciating the man who is known as "The father of singing among children."

SHAEFFER, GLENN N. *Basic Mechanical Drawing*. Bruce Publishing Co., c1946. 89p. 60¢.

A textbook for junior high-school drafting. An excellent book for beginners. The value in this text lies in the large selection of problems given. The style and layout of the text material makes the book easily used as a problem book.

SHEPARD, KATHARINE, and ELLIS, EVELYN A. *First Steps in Cooking*. Macmillan Co., 1946. 174p. \$2.75.

This is a simply written cook book for the beginner. The recipes are good and directions for making are clearly stated.

SOOY, LOUISE PINKNEY, and WOODBRIDGE, VIRGINIA. *Plan Your Own Home*. Stanford University Press, c1946. 246p. \$3.00.

An excellent book for the general planner of homes. Many helpful suggestions for planning, furnishing, arranging, and decorating are given. The question of what to do is clearly answered in the well-organized chapters. The illustrations do not measure up to the text material.

WELLS, A. WADE. *Hail to the Jeep*. Harper and Brothers, c1946. 119p. \$2.00.

An interesting "explained photograph" type of book giving the development of the jeep and its service record in peacetime as well as war. The photographs are good and the material comprehensive.

Children's Literature

BARUCH, DOROTHY, and MONTGOMERY, ELIZABETH. *Five in the Family*. Scott, Foresman and Co., c1946. 192p. 96¢.

The purpose is to show the important concepts of health, safety, and personal adjustment. The stories should help children to form their own standards and habits of self-discipline.

BIRD, DOROTHY MAYWOOD. *Mystery at Laughing Water*. Macmillan Co., 1946. 203p. \$2.00.

Simply told, this story of life in an ideal camp for girls sets a high personality value on the simple life, good manners, and good sportsmanship. Girls, grades 7-10.

BUCHANAN, ROSEMARY. *House of Friendship*. Longmans, Green and Co., 1946. 165p. \$2.00.

Story of the organization of a Girl Scout troop at a parochial school with a garage as clubhouse. Grades 7-10.

CORMACK, MARIBELLE, and BYTOVETSKI, PAVEL. *Underground Retreat*. Reynal and Hitchcock, c1946. 241p. \$2.50.

An exciting story of adventure and love. The plot is laid in China, and chiefly in Nanking. The Green Dragons, an American girl, an English boy, and a Chinese family go through the siege, spy plots, fantastic rescues, and the shock of new ideas. The essential philosophy is in favor of Chinese reds.

CROSS, JOHN KIER. *The Angry Planet*. Coward-McCann, Inc., c1946. 239p. \$2.00.

A fantastic tale of a trip to Mars. A likelihood to fact or reason is purely coincidental.

DALGLIESH, ALICE. *Along Janet's Road*. Charles Scribner's Sons, 1946. 208p. \$2.59.

Naturalized Janet of *The Silver Pencil* gives the reader of this book a panorama of the publishing world and cosmopolitan life. Timely decisions of three girls living together to accept responsibility make this story a contribution for older girls. Excellent characterizations, but swift tempo. Grades 7-10.

DE LEEUW, ADELE. *Nobody's Doll*. Little, Brown and Co., 1946. 86p. \$1.75.

Susan Araminta, the quaint, unusual doll who wanted to belong to Nobody, finally found her heart's desire with the help of Mr. MacHugh, a friendly Scotch terrier. Entertaining reading for 2-5 grade girls. Full-page illustrations, many in color, enliven the book.

DETTE. *The Adventures of Olle*. Duell, Sloan and Pearce, 1946. unp. \$1.00.

A fantasy for the nine-year-old relating a day-dream tour by a boy and his nurse in a toy car to lands on the other side of

the globe. The illustrations are amusing and cleverly done without background.

EBERLE, GERTRUDE. *Charioteer.* William B. Eerdmans Publishing Co., c1946. 295p. \$2.50.

An adventure story built about Raanah, a friend of Joseph. The two boys come to Egypt, both as slaves. The climax comes in the chariot race which Raanah wins against Hodar, the evil prince.

FORBS, ESTHER. *America's Paul Revere.* Houghton, Mifflin Co., c1946. \$2.50.

Charmingly illustrated by Lynd Ward, this is to be read to lower grade children or for reading by upper grades.

HOGAN, INEZ. *Nappy Chooses a Pet.* E. P. Dutton and Co., 1946. unpag. \$1.00.

Happy and his sister visit their grandparents on a farm where they choose a colt, lamb and a cat. "A picture story book."

PERRAULT. *The Story of Little Red Riding Hood;* illustrations by Primrose. Wilcox and Follett Publishing Co., c1946. unpag.

Excellent typography and realistic colorful illustrations mark this version of the old classic.

ROBINSON, MARVIN G. *From Story to Stage.* Baker's Plays, c1946. 123p. 75¢.

Eleven miniature dramatizations of well-known stories by famous authors.

SECHRIST, ELIZABETH HOUGH, comp. *One Thousand Poems for Children;* illustrated by Henry C. Pitz. Macrea-Smith Co., 1946. 601p. \$3.00.

Based on the original selection of Roger Ingpen, this completely re-designed edition has been divided into *Poems for Younger Children* and *Poems for Older Children*, with ten appropriate classifications such as Humor, Nature, Old Favorites, Holidays, and Patriotism in each group. Over four hundred new poems, many of them by modern poets, have been added. A comprehensive collection of good poetry for children of all ages that is equally appropriate for the home, school, or library. Indexed by author, title, and first lines. Full-color wrapper, end papers, and more than fifty decorative drawings by Henry C. Pitz.

THOMAS, HENRY. *Stevenson Dramatized For Young People.* Baker's Plays, c1946. 185p. 75¢.

Ten dramatizations from Stevenson's works.

WALDECK, JO BESSE McELVENN. *Jungle Journey.* Viking Press, 1946. 255p. \$2.50.

An account of an exploration up the Cunyi River into the jungle of British Guiana. The author and her husband performed a dangerous journey, lived for months with the Indians, and gained valuable knowledge of an unknown region. This

story is almost classic in its simplicity of telling and the sympathetic understanding of primitive people.

Education and Psychology

BARUCH, DOROTHY W. *Glass House of Prejudice.* William Morrow and Co., 1946. 205p. \$2.50.

An interestingly written book for laymen upon the subject of prejudice toward minority groups in our country. Part I describes the effects of such prejudice, Part II inquires into the possible causes, and Part III suggests possible ways of remedying such prejudices. Popular in appeal and somewhat oversimplified.

BEAUMONT, HENRY. *Psychology Applied to Personnel.* Longmans, Green and Co., 1946. 167p. \$1.75.

This is a convenient workbook for students and practitioners in personnel work. Simple explanations of the more frequently used statistics and illustrative problems are presented. The latter part of the book contains a comprehensive bibliography and copies of various forms used in personnel offices. This supplies a convenient handbook for instructors in applied psychology.

BENGE, EUGENE J. *You—Triumphant!* Harper and Brothers, c1946. 294p. \$3.00.

Another of the large crop of books on effective personal living. Better than most, this volume contains chapters on physical health, environmental conditions, learning, human behavior, memory, interests, and social living.

BRILL, A. A. *Lectures on Psychoanalytic Psychiatry.* Alfred A. Knopf, Inc., 1946. 292p. \$3.00.

Of most interest to the person with some knowledge of psychoanalysis, these lectures tell of many personal experiences of the author, a well-known analyst and for many years, Freud's translator. The principles of psychoanalysis are demonstrated with pertinent case histories and the implications to the physician are discussed. Some insight is given into the history of psychoanalysis as observed by Dr. Brill.

BUNN, HARRIET, and GUT, ELLEN. *The Universities of Cuba, the Dominican Republic, Haiti.* Pan American Union, 1946. 102p.

Of special interest to those professionally concerned with the educational welfare of the Caribbean countries.

BUTSCH, R. L. C. *How to Read Statistics.* Bruce Publishing Co., c1946. 184p. \$2.50.

Aims to help the reader to become an intelligent "consumer" of statistics by stressing the interpretation of statistical treatment and terminology rather than computational ability.

CANER, G. COLKET. *It's How You Take It*. Coward-McCann, Inc., c1946. 152p. \$2.00.

A book for the layman upon everyday problems of mental health. Simple enough for high-school students. Tends to the inspirational rather than the analytical, with not a great deal of consideration given to the exposition of successfully established principles of mental hygiene.

CHAMBER, M. M. *Opinions on Gains for American Education From War-time Armed Services Training*. American Council on Education, 1946. 79p. 50¢.

This is a questionnaire study of wartime educational experiences of veterans. Veterans were asked to evaluate efforts made to train them and educational opportunities offered them by the armed forces. You will enjoy their comments on civilian schools.

Cooperative Study of Rural Education and Rural Life. *Rural Education and Rural Life in Missouri*. State Superintendent of Public Schools, 1945. 219p.

A survey report, recommending reorganization of school service areas by special county committees. Following such reorganization additional state effort is recommended for school buildings, transportation, roads, elementary and secondary school finance, expanded curriculum, teacher preparation and welfare, libraries, and health services.

DAVIS, FREDERICK B. *Item-Analysis Data, Their Computation, Interpretation and Use in Test Construction*. Graduate School of Education, Harvard University, 1946. 42p. 75¢.

Davis here presents a technical explanation of his method of performing item analysis in test construction. Charts are contained, which will be useful for psychologists and test constructors as these supply difficult indices and indiscriminate indices in a usable form. A simpler presentation of the material here presented is to be desired for the non-technical reader.

DRAPER, EDGAR M., and HAYDEN, ALICE H. *Hawaiian Schools, a Curriculum Survey, 1945-46*. American Council on Education, 1946. 176p. \$2.00.

This survey covers not only the curriculum but also the control and administration of the Department of Public Instruction and the pre-service and in-service education of teachers. In the main, the conditions and recommendations apply to the schools of the mainland as well as to the schools of the Territory of Hawaii.

Educational Policies Commission, and Problems and Policies Committee. *Source Book on Federal-State Relations in Education*. National Education Association, 1946. 159p. \$1.50.

Following a comprehensive outline of

Federal-State relations in education, specific questions as to policies are raised. Answers are direct quotations from publications of twenty-three agencies, conferences, committees, and departments. This source book brings together recent published opinions of authoritative groups concerning current issues in regard to Federal-State relations in education.

ERICKSON, CLIFFORD E., and HAPP, MARION C. *Guidance Practices at Work*. McGraw-Hill Book Co., 1946. 325p. \$3.25. (McGraw-Hill Practical Guidance Series)

The volume presents guidance from a practical point of view. Descriptions of specific guidance practices and a variety of usable materials have been drawn from a wide source. There are many ideas included that administrators, counselors, and others concerned will find useful in a working guidance program.

FINE, BENJAMIN. *Admission to American Colleges, a Study of Current Policy and Practice*. Harper and Brothers, c1946. 225p. \$2.50.

An analytical study of the admission requirements of 650 American Colleges and Universities. It is significant that no teachers college is included in the list of colleges studied. This is a "must" book for anybody interested in the problem of college admissions.

FOWLKES, JOHN GUY, and MORGAN, DONALD A., eds. *Elementary Teachers Guide to Free Curriculum Materials*; 3d ed. Educators Progress Service, 1946. 204p. \$3.50.

This is the third in an annual series of lists of free learning materials. It contains 2042 entries. The titles of publications and sources are clearly shown. The list consists largely of commercial publications. The titles are organized under subjects which arrangement makes it difficult to locate material on a specific topic.

GEORGE PEABODY COLLEGE. Division of Surveys and Field Services. *Horry County Schools*. Division of Surveys and Field Services, George Peabody College, 1946. 175p.

A study of a county system of schools that will prove stimulating to workers in other county systems, especially in indicating how to proceed in studying their own systems.

GESELL, ARNOLD, and ILG, FRANCES L. *The Child From Five to Ten*. Harper and Brothers, 1946. 475p. \$4.00.

A companion volume to the highly esteemed and popular *Infant and Child in the Culture of Today*. By the same authors, this is probably one of the best books available for the parent of the school age child. Material would further the understanding of those who work with children in various capacities. Suitable for the layman and for students with relatively little background in child development.

HARTLEY, RUTH EDITH. *Sociality in Preadolescent Boys*. Teachers College, Columbia University, 1946. 117p. \$1.85. (Contributions to Education, No. 918).

The social plans of pre-adolescent boys were explored in this study using a variety of methods. Many of the conclusions are somewhat surprising. For example: popularity seems to have no direct relationship to desire for social contact. The review of the literature is extensive and the experimental results are presented in detail.

HENRY, NELSON B., ed. *Changing Conceptions in Educational Administration*. University of Chicago Press, 1946. 186p. \$3.00. (45th Yearbook, National Society for the Study of Education, Part II).

A symposium of reports of current thinking in educational administration. It is organized according to the traditional breakdowns of administration: orientation, state functions, curriculum, personnel, community, finance, school plant, and professional training.

HUGHES, RAYMOND M., and LANCELOT, WILLIAM H. *Education; America's Magic*. Iowa State College Press, 1946. 198p. \$2.50.

Covers education in the forty-eight states with emphasis on accomplishment, ability and efficiency of each state to support an adequate educational program and treats generally vital educational problems. The emphasis is upon justification for federal aid, without federal control, for public education. A wealth of information is given in tabular form.

Idaho Education Survey Commission. *Public Education in Idaho*. Division of Surveys and Field Studies, George Peabody College, 1946. 517p.

The public schools of any state have reached such a condition of complexity as likely to leave the interested layman baffled, but this volume sums up into sharp focus the educational performances and needs of a great state.

Idaho Education Survey Commission. *Public Education in Idaho*. Division of Surveys and Field Studies, George Peabody College, 1946. 71p.

This is merely the smaller book with the superfluities squeezed out and so reduced in size and less demanding of time on the part of the reader.

JERSILD, ARTHUR T., and others. *Child Development and the Curriculum*. Bureau of Publications, Teachers College, Columbia University, c1946. 275p. \$2.75.

An excellent summary of child development, with some comment in regard to what each phase of development should mean in regard to school practice.

KINGSLEY, HOWARD L. *The Nature and Conditions of Learning*. Prentice-

Hall, Inc., 1946. 579p. \$6.00 trade; \$4.50 text.

Designed as a textbook for educational psychology, this book presents a comprehensive treatment of the psychology of learning from the standpoint of education as well as that of the experimental work in the field. The point of view expressed is that of learning as a form of organismic adjustment of the total individual. Summaries and lists of references for each chapter.

LE DUC, THOMAS. *Piety and Intellect at Amherst College, 1865-1912*. Columbia University Press, 1946. 165p. \$2.00. (Columbia Studies in American Culture).

A revealing insight into half a century of academic and religious life at Amherst College, and an admirably documented post-view of educational philosophies, ideals, and practices of liberal arts colleges during the decades under review.

LEIDECKER, KURT F. *Yankee Teacher; The Life of William Torrey Harris*. Philosophical Library, c1946. 648p. \$7.50.

This book is ample in fact, faithful in fact, and written in a pleasing style. It should give yeomen help in rescuing one of the country's great figures from unmerited obscurity.

LEWIS, CLAUDIA. *Children of the Cumberland*. Columbia University Press, 1946. 217p. \$2.75.

Careful observation and comparison of the responses of children in a Greenwich Village nursery school, and in a nursery school at Highlander Folk School on the Cumberland Plateau in Tennessee form the basis of this book. The observations are accurate, and the interpretations suggested are illuminating. Recommended for all elementary school teachers.

MCSHEA, HUBERT J. *A Study of Personality by an Analysis of Character Traits*. Catholic University of America Press, 1946. 48p. \$1.00.

Ratings and scores on intelligence tests and personality adjustment tests were obtained at the end of the freshman year and at the end of the senior year for a group of high-school boys. Results indicated that adjustment to home, social, and emotional situations did not significantly change. Health adjustment showed a slight improvement. No relationship was found between school achievement and adjustment scores. Conclusions of this study are in close agreement with many previous studies.

MASE, DARREL J. *Etiology of Articulatory Speech Defects*. Teachers College, Columbia University, 1946. 85p. \$2.10. (Contributions to Education, No. 921).

This study of such factors as "auditory acuity," "memory span," "general muscular coordination," "tonal memory," and "rhythm" in fifth and sixth grade speech defectives reveals that no significant differences

were found between children with functional articulatory speech defects and their matched controls on any of the factors tested.

MAURER, KATHARINE M. *Intellectual Status at Maturity as a Criterion for Selecting Items in Preschool Tests*. University of Minnesota Press, 1946. 166p. \$2.50. (Institute of Child Welfare, Monograph No. 21).

Dr. Maurer has analyzed preschool tests in terms of how well they differentiate adults on the basis of Army Alpha Test scores and found that certain test items given at the preschool level do predict intellectual status at maturity. She suggests that an extensive analysis of this kind may produce tests with greater predictive power.

MIEL, ALICE. *Changing the Curriculum*. D. Appleton-Century Co., 1946. 242p. \$2.25.

Really more of a presentation of social processes with educational applications than a book on the curriculum. Teachers, principals, and superintendents will find this almost a handbook for processes of motivation, social invention, and leadership in group endeavor to guide and direct change.

MORGAN, CHARLES T. *The Fruit of This Tree*. Berea College, c1946. 269p. \$2.50.

An account of the national and local situation at the time of the founding of Berea College just before, during, and following the War Between the States. There is a hasty and rather vague account of the development of the institution to its present situation and purpose, and very interesting accounts of some of the recent graduates and members of the present student body.

NARDI, NOAH. *Education in Palestine, 1920-1945*. Zionists Organization of America, 1945. 255p. \$3.00.

An authoritative account of the development of the educational program of the past 25 years is presented as a partial explanation of the complex political and social problems faced by the turbulent Holy Land.

National Commission on Safety Education. *Safer Highway Travel*. National Commission on Safety Education, 1945. unpag. 15¢.

An interesting report of many schools giving briefly some highlights of units on Safer Highway Travel. The booklet is filled with photographs showing eager students displaying charts, posters, maps, and models illustrating the subject.

New York City, Board of Education. *Study Guide for Individual and Class Program for Children of "Lowered Vitality"*. Board of Education, City of New York, 1946. 42p.

The purpose of this book is for the use of supervisors, principals, teachers, doctors, etc., in directing the learning and physical activities of children, in the schools, who have "lowered vitality." It will help the

teacher of children to determine which children do have "lowered vitality" and to know how to provide for them educationally and physically.

PETERSON, HOUSTON, ed. *Great Teachers*. Rutgers University Press, 1946. 351p. \$3.50.

The selection is excellent, the writing pungent and penetrating. Interpretations vivid and convincing.

PLEASANTS, HENRY. *If You Ask My Advice*. Bruce Humphries, Inc., c1946. 110p. \$2.00.

A readable little book of simple—sometimes overly simplified—answers to some of the personal and social problems frequently brought to the attention of a physician.

PRATT, MARGARET. *The Successful Secretary*. Lothrop, Lee and Shepard, c1946. 144p. \$2.00.

A cleverly written and illustrated explanation of secretarial work, based on the experiences of seven successful secretaries. Secretaries will enjoy it; those preparing for such work will find it helpful.

REAVIS, WILLIAM C., ed. *Educational Administration: A Survey of Progress, Problems and Needs*. University of Chicago Press, c1946. 216p. \$2.00.

Papers presented at the 15th Annual Conference for Administrative Officers of Public and Private Schools, at Chicago in 1946. The program was presented under five main heads: Foundations of Modern Educational Administration, Scientific Bases of Educational Administration, Staff and Curriculum Administration, Educational Administration as Efficient Management, and Expanding Administrative Responsibilities.

SHARPE, RUSSEL T., and others. *Financial Assistance for College Students*. American Council on Education, 1946. 113p. \$1.00. (American Council on Education Studies, Series VI, No. 7).

This book reviews some practices prevailing with regard to scholarships, loans, and student employment. The authors regard financial aid to students as basically a student personnel problem. They feel that the financial counseling program should be closely related to the objectives of the college, and should enable as many students as can profit by higher education to obtain it. The authors suggest techniques for awarding scholarships and loans and for administering student employment. This is a helpful handbook for administrative officials who are responsible for a college student aid program.

SPERLING, A. P. *Psychology for the Millions*. Frederick Fell, Inc., 1946. 297 p. \$3.00.

This is one of the better popular presentations of modern psychology that has appeared in recent years. Its examples, drawn from the laboratory, the newspapers, history, and literature, will interest not only those who know little psychology but also

those students with more than a superficial knowledge of human motives and behavior. The scientific aspects of psychology are often sacrificed here for the more startling problems which have resisted scientific study, but where research results are available, the author usually refers to them. The book is well written and is easy to read, and can well fit into the high school and public library.

STARR, MARK. *Labor Looks at Education*. Harvard University Press, 1946. 51p. \$1.00. (The Inglis Lecture).

Mr. Starr gives us the labor leader's point of view of higher education. He objects strenuously to the role of "The Foundations" in financing education. He favors Federal Aid to education. Some space is devoted to an outline of the attitude the public-school teacher should take toward labor. The book will stimulate the reader.

STEIN, RUTH L. *Count Your Characters*. Harcourt, Brace and Co., c1946. 191p. \$2.00.

If you are interested in copywriting as a vocation, here is a book that will hold your interest. It isn't too long. It is enthusiastically and informally written. Illustrations are appropriate and expressive. The Volume may be used in Salesmanship classes and Guidance as well as Advertising.

TEAGARDEN, FLORENCE M. *Child Psychology for Professional Workers*, rev. ed. Prentice-Hall, Inc., 1946. 613p. \$3.75 (Prentice-Hall Psychology Series).

This has become a standard book in the field. Written with clarity, it rests upon a broad experimental and scientific background and still the extensive clinical experience of the author is evident. As the title suggests, it is perhaps of greater interest to teachers, social workers, and other workers in allied fields than to professional psychologists.

VALENTINE, P. F., ed. *20th Century Education*. Philosophical Library, c1946. 655p. \$7.50.

A remarkable symposium on certain aspects of Education. The chapters are grouped into five parts: theory and philosophy, psychology, science, society and education, and general education. The quality of the contributions vary. It is a distinct contribution to school thinking. All schools and libraries will want copies. The printing is of low quality.

WERTENBAKER, THOMAS JEFFERSON. *Princeton 1746-1896*. Princeton University Press, 1946. 424p. \$3.75.

An excellent and most readable account of the rise of one of the country's great institutions.

WILSON, FRANCES MORGAN. *Procedures in Evaluating a Guidance Program*. Bureau of Publications, Teachers College, Columbia University, 1945. 210p. \$2.60.

The book is concerned with the tech-

niques for surveying guidance programs in the secondary school. Particular attention is given the need for evaluation, the evaluation studies that have been made, and the techniques that have been used. In the concluding chapter, Miss Wilson develops a plan for self-evaluation of the guidance program in the individual school.

Health and Physical Education

STERN, BERNHARD J. *Medical Services by Government; Local, State and Federal*. The Commonwealth Fund, 1946. 208p. \$1.50.

This monograph presents the achievements and inadequacies of present day medical care. Trends in medical planning are indicated and those which are now functioning outlined not as "the answer" but rather as pioneering and investigative.

Library Science

American Library Association and Association of College and Reference Libraries. *College and University Libraries and Librarianship*. American Library Association, 1946. 152p. \$2.50 pa. (Planning for Libraries, No. 6).

The A. L. A. and A. C. R. L. Committee hopes the study will help to meet the challenge of the critical post-war years "through indicating some backgrounds, portraying the situation as it now is, and setting forth some principles and possible lines of development" of college and university libraries.

CUNNINGHAM, EILEEN R. *Classification for Medical Literature*, 3d ed., rev. and enl. Vanderbilt University Press, 1946. 160p. \$2.75.

The Librarian of the Vanderbilt School of Medicine has made some important improvements in her library classification scheme first published in 1929 and revised in 1937. This new revision has retained the pattern of the original classification, but has made changes and added expansion and new classes where they seemed necessary to keep abreast with the important new medical concepts. The subject matter of medicine and the allied sciences is divided into twenty-six categories, each designated by a capital letter. Major subdivisions are given in Arabic numerals and further subdivisions add a lower case letter. Cross references are given in italics. The alphabetical index is nearly twice its previous size, and each item is followed by the notation for its proper classification division. Mrs. Cunningham has made a very valuable contribution to the organization of medical library collections. Her classification is of great assistance both to the library staff and to the users of the medical literature.

GITHENS, ALFRED M., and MUNN, RALPH. *Program for the Public Libraries of New York City*; prepared under direction of Lawrence Orton.

New York City Planning Commission, 1945. 141p. \$3.00.

With an underlying belief that public library service should be provided on a free and equal basis to *all* people, the report outlines a long-term building program and points out the need for augmenting the book stocks and the personnel for America's largest city.

MARTIN, LOWELL, ed. *Personnel Administration in Libraries*. University of Chicago Press, c1946. 168p. \$3.00. (University of Chicago Studies in Library Science).

Twelve papers presented before the 1945 Library Institute, considering three areas: the methodology of personnel administration; morale and employee organizations; and the application of modern theory to libraries.

PETTEE, JULIA. *Subject Headings*. H. W. Wilson Co., 1946. 191p.

An authoritative, scholarly presentation of "The history and theory of the alphabetical approach to books" as applied in library catalogs.

WILSON, LOUIS R., and TABUER, MAURICE F. *Report of a Survey of the University of South Carolina Library for the University of South Carolina, Feb.-May, 1946*. University of South Carolina, 1946. 134p. \$2.00.

The survey and its recommendations are based upon a clear statement of "the essentials of effective university library service" which should be helpful to librarians, presidents and other officers and members of colleges and universities in general.

Literature

ARMOUR, RICHARD. *Golf Bawls; Cartoons by Herb Middlecamp*. Beechhurst Press, c1946. 77p. \$2.00.

The kind of humor, in cartoon and verse of sorts, that keeps golfers and their friends from going, or being, completely crazy.

ARMOUR, RICHARD. *Leading With My Left; Caricatures by Joseph Forte*. Beechhurst Press, 1946. 60p. \$2.00.

Satire and lampoons of Mr. Armour for the years 1941-45.

BOWEN, CATHERINE DRINKER, and MECK, BARBARA VON. *Beloved Friend*. Dover Publications, 1946. 484p. \$1.98.

A reprint of this well-known biography of Tchaikowski. The print is too small for easy reading.

BROWN, KENNETH IRVING. *Margie, the Story of a Friendship*. Association Press, 1946. 255p. \$2.50.

Spontaneous letters, dripping with honey, made in a bee hive of academic activity, describes glowingly a friendship between two college students which developed into radiant love with a tragic ending which en-

hances the permanent values of an ably edited correspondence shot through and through with wholesome attitudes toward vital youth problems solved in the spirit of Christian idealism real and authentic.

BULLARD, F. LAURISTON. *Abraham Lincoln and the Widow Bixby*. Rutgers University Press, 1946. 154p. \$3.00.

The author calls this "a detective story," and so it is—a fine narrative of the author's long effort to gather all the evidence bearing on the circumstances surrounding Lincoln's famous "Letter to Mrs. Bixby." This volume should end the controversy concerning Lincoln's authorship of the letter once and for all.

CALDWELL, CY. *Speak the Sin Softly*. Julian Messner, Inc., c1946. 332p. \$2.75.

The story of a sensitive, idealistic priest who faces the practical necessity of temporizing with the sins of his parishoners, and the shock of practical church policies. The scene is in Latin America. There is sympathetic understanding of people, and some good writing.

CHORPENNING, CHARLOTTE B. *The Adventures of Tom Sawyer*. Dramatic Publishing Co., c1946. 86p.

This is a good dramatization of the well-known book of the same title by Mark Twain.

CHUTE, MARCHETTE. *Rhymes About the City*. Macmillan Co., 1946. 57p. \$1.25.

Marchette Chute has given us *Rhymes About Ourselves* and *Rhymes About the Country*, and now very appropriately we have from her *Rhymes About the City*. Thirty-four verses about people and places and good times in the city. Here are verses that have rhythm and charm that is skillful but childlike—decorated with silhouettes that make the pages sparkle as brightly as the poetry itself.

COREY, PAUL. *Acres of Antaeus*. Henry Holt and Co., c1946. 388p. \$2.75.

A novel about corporate farming in Iowa, and the farmers strike of the 1920's. There is genuine feeling for the people and problems, and understanding presentation of the difficulties and human values involved.

CUNNINGHAM, FRANK. *Big Dan*. Desert News Press, c1946. 350p., \$3.25.

A story of railroads and railroading from about 1890. Written with an amazing number of anecdotes and semi-related reminiscences and bits of history, it is a revealing interpretation of an American way of life.

DORSON, RICHARD M. *Jonathan Draws the Long Bow*. Harvard University Press, 1946. 274p. \$4.50.

Tall tales of, by, or about New Englanders, or in a New England setting. There is an explanation of how such tales develop and spread, and an attempt at classification. Only those tales that have been printed are included. A scholarly contribution to a neglected phase of folklore.

GANN, ERNEST K. *Blaze of Noon*. Henry Holt and Co., c1946. 298p. \$2.75.

A story of aviation in the 1920's. The four MacDonald brothers go from barnstorming to flying the mails. There is romance and tragedy, and a deep understanding of the men who pioneered in dangerous and glorious enterprise.

GRAHAM, LORENZ. *How God Fix Jonah*. Reynal and Hitchcock, c1946. 171p. \$2.50.

Bible stories as told by West African tribal tellers of tales to fellow tribesmen who do not read. There is remarkable skill in giving the essentials of these stories briefly and for the understanding of simple people. The wood engravings by Letterio Colapai add much to the book.

GRAHAM, SHIRLEY. *Paul Robeson*. Julian Messner, Inc., c1946. 264p. \$2.50.

Shirley Graham has portrayed in this volume an interesting picture of a great scholar, great athlete, great stage actor, great moving picture star, and a grand human being—Paul Robeson, the son of a devout preacher who was born a slave. By reading this inspiring story every thinking Negro will have greater pride in his own race, and every fair-minded white reader will have better and a more sympathetic understanding and appreciation of the Negro race, because Paul Robeson is known and admired all over the world.

HOOPLÉ, ROSS EARLE, and others. *Preface to Philosophy; Book of Readings*. Macmillan Co., 1946. 513p. \$3.00.

Selected readings from Epictetus to Saint Thomas Aquinas to Saint Exupéry. They are not all "philosophy," except in the sense that all wisdom is philosophy. They fuse into a very desirable symmetry.

JOHNSON, GERALD W. *An Honorable Titan*. Harper and Brothers, 1946. 313p. \$3.50.

A biography of Adolph S. Ochs, which is at the same time the story of the 1880's through the early 1900's, and a saga of the great days of newspaper development.

LAMONT, THOMAS W. *My Boyhood in a Parsonage*. Harper and Brothers, c1946. 203p. \$2.50.

A demonstration that plain living is not a preventative of high thinking and practical idealism. The story is so homely, so real, that its skill and pleasant wit are made a natural part. There is real interpretation of life in the later years of the nineteenth century.

LONGSTREET, STEPHEN. *The Sisters Liked Them Handsome*. Julian Messner, Inc., c1946. 256p. \$2.50.

Mama and Aunt Fran during the years near the turn of the century. Papa and Gramp and the rest of the men folk help and hinder in the world of causes in which Mama moved. "Mama, big with cause, was like a queen with child, after sixteen daughters."

MOHR, ROBERT LANDIS. *Thomas Henry Burrowes, 1805-1871*. University of Pennsylvania Press, 1946. 271p. \$4.00.

A praiseworthy effort to recapture and preserve the life and achievements of a great pioneer in the field of education and public welfare.

NELSON, CAPTAIN RALPH. *The Wind is Ninety, a Play in Three Acts*. Dramatic Publishing Co., c1946. 84p.

An exquisite fantasy concerning the unseen presence of Don, a fighter pilot killed over Germany.

PEARSON, HESKETH. *Oscar Wilde*. Harper and Brothers, c1946. 345p. \$3.75.

Oscar Wilde is shown as a brilliant conversationalist and author who never grew up emotionally. The portrayal is as kindly as possible.

PROTSMAN, CLYDE. *Unless Your Soul is Fire*. Henry Harrison, c1946. 62p. \$2.00.

A collection of twenty-eight lyrics and sonnets, all done with a delicacy, beauty, and simplicity that are moving. A random quote will illustrate: "For love has taught me this... Hearts that are great forgive, (as sails lift after storms at sea) reach broader shores of understanding. Fate respects love's emblem of sincerity."

PROVENCE, JEAN. *Little Plays From Big Authors*. Baker's Plays, 1946. 140p. 75¢.

Collection of ten plays based upon works of some of the world's best authors. As reading material, they do not serve as a substitute for the original literature upon which they are based.

RANDALL, J. G. *Lincoln and the South*. Louisiana State University Press, 1946. 161p. \$1.50.

A series of four lectures delivered by a distinguished Lincoln scholar in the summer of 1945. Lincoln is here presented as a leader who understood the South, had many natural ties with the region, and sought earnestly to avoid extremes in restoring her to a proper place in the Union.

RICH, LOUISE DICKINSON. *Happy the Land*. J. B. Lippincott Co., c1946. 259p. \$3.00.

Sketches of life in the lakes region of Maine. The incidents are skillfully chosen, representing the kind of things everybody does and the situations they get into, all against the distinctive background of locality. Very well written.

ROOS, WILLIAM. *"January Thaw"*. Dramatic Publishing Co., c1946. 179p. 75¢ pa; \$2.00 cloth.

A three-act comedy, based on the novel of the same title, by Bellamy Patridge. About a family who seek peace in the country. This is a very good new play and one with

which everyone interested in dramatics should read.

ROSS, HARVEY LEE. *Lincoln's First Years in Illinois*. Primavera Press, Inc., 1946. 72p. \$5.00.

A reprint of a little-known book of recollections dealing with Abraham Lincoln and the early settlement of Illinois, with an introduction by Rufus Rockwell Wilson. Principally of interest to the Lincoln specialist.

SCHORER, MARK. *William Blake*. Henry Holt and Co., c1946. 524p. \$5.00.

A study of the mind of William Blake, in which the author shows his subject to be a rational and capable thinker. Particular effort is made to relate Blake's ideas to his times and tradition. This is a masterful account of the English poet and should be examined by anyone who is interested in an accurate picture of the man.

STRODE, JOSEPHINE, ed. *Social Insight Through Short Stories*. Harper and Brothers, 1946. 285p. \$3.00.

An anthology of modern short stories that promote social understanding. The selection, made by a social worker, is admirable from the standpoint of both social insight and literary quality.

VAN DOREN, MARK. *The Noble Voice*. Henry Holt and Co., c1946. 328p. \$3.00.

Critical appreciation and interpretation of the master poets: Homer, Virgil, Milton, Lucretius, Dante, Spenser, Chaucer, Byron, and Wordsworth. An excellent companion volume for a "great books" course.

VAN GELDER, ROBERT. *Writers and Writing*. Charles Scribner's Sons, 1946. 381p. \$3.00.

A collection of ninety interviews with contemporary writers, for the most part excellent reading.

WEAVER, EDWIN E. *The American*. Exposition Press, c1945. 63p. \$2.00.

A pretty good bit of rhyming written to prove that the weakness of humanity is far more depressing than its strength is exalting.

WILLS, GRACE E. *Murphy's Bend*. Westminster Press, c1946. 287p. \$2.50.

A romantic novel of the underground railway of pre-civil-war days. The setting is in the backwoods of Pennsylvania. The social detail of the period is accurate and significant.

WILSON, DOROTHY CLARKE. *The Herdsman*. Westminster Press, c1946. 373p. \$3.00.

Amos, one of the minor prophets, is shown as a leader, and the first great champion of the common people. It is a powerful novel showing Amos' revolutionary concept of God. Beautifully written.

WYMAN, JUSTUS E. *Gabriel*. Beechurst Press, c1946. 192p. \$2.50.

An ironic humorous story showing the

force of religious revival and the effect of it when followers discovered the lucrative scheme behind it. Evident also is the effect upon the leader.

Reference

American Educational Catalog, 1946. R. R. Bowker Co., 1946. 130p. 50¢. (75th Annual)

An alphabetical trade list by author to elementary and secondary schoolbooks, together with supplementary reading and pedagogical books in these fields. The data was furnished Bowker by the textbook publishers. There are cross references which increase its usefulness.

ANGLE, PAUL M. *A Shelf of Lincoln Books*. Rutgers University Press, 1946. 142p. \$3.00.

A discriminating bibliography of eighty-one works on Lincoln, arranged under the groupings: Writings and Speeches, Biographies, Monographs, and Special Studies. The annotations describe both the works and the author's ability and preparation for writing.

CARNEGIE FOUNDATION. *The Carnegie Foundation For the Advancement of Teaching*. Carnegie Foundation, c1946. 160p. (41st Annual Report.)

A clear and compact statement of the Foundation under the first period of Dr. Carmichael's administration.

DAVIDOFF, HENRY, ed. *A World Treasury of Proverbs*. Random House, c1946. 526p. \$3.00.

Over fifteen thousand Proverbs carefully culled from twenty-five languages, alphabetically arranged with an index of subjects and an index of authors, enable the reader to locate the source and consider the content of what would appear to be the leading proverbs of world literature.

DE BOTH, JESSIE. *Modern Household Encyclopedia*. J. G. Ferguson and Associates, 1946. 347p. \$3.00.

This is an excellent book for the housewife. It gives hints and help for more than 8,000 different things a housewife needs to know.

PASHKO, STANLEY. *American Boy's Omnibus*. Greenberg Publisher, Inc., c1945. 384p. \$2.50.

A book any boy will like because it is full of things to do. Chapters on hiking, woodcraft, camping, nature, water fun, first aid, hobbies, pets, backyard fun, games, and stunts will thrill an active, growing boy.

RUE, ELOISE, comp. *Subject Index to Books for Primary Grades, First Supplement*. American Library Association, 1946. 76p. \$1.25.

This supplements the 1943 edition, and includes picture books, song books, handicraft books, and collections of stories for

use of the primary school. A study of curricula activities and units preceded the selection of books.

WOELLNER, ROBERT CARLTON, and WOOD, M. AURILLA. *Requirements for Certification of Teachers and Administrators for Elementary Schools, Secondary Schools, Junior Colleges*, 11 ed. University of Chicago Press, 1946. unsp. \$2.50.

The new edition of a helpful book for prospective teachers, with information concisely summarized by states. Two other features add to its usefulness: first, the regulations of the Regional Accrediting Associations, and second, information on obtaining teaching positions in the United States Possessions.

Religion

LINDSTROM, DAVID EDGAR. *Rural Life and the Church*. Garrard Press, 1946. 205p. \$2.50.

A brief presentation of the chief aspects and problems of rural life with clear indication of the ethical core of country living, and pertinent comment on the part the church may take in the development of more satisfactory rural life. Particularly important for Christians who believe the church has a significant role in modern affairs.

SMITH, WILBUR M. *Peloubet's Select Notes*. W. A. Wilde Co., 1946. 445p. \$2.25.

This is the seventy-third annual volume of these well-known teaching aids for the International Bible Lessons. The notes are sound in scholarship, keen in analysis, and practical in application.

Science and Mathematics

CLEVELAND, REGINALD M. *Air Transport at War*. Harper and Brothers, c1946. 324p. \$3.50.

This is an absorbing story of the important role played by the Air Transport Service in the war. Reading level and content make the book suitable for high-school classes in science. It would stimulate interest in aircraft, transportation, and geography. Many good photographs are included.

HEALY, RAYMOND J., and McCOMAS, J. FRANCIS. *Adventures in Time and Space*. Random House, c1946. 997p. \$2.95.

H. G. Wells and Jules Verne would revel in this collection of thirty-five stories wherein the caution of the scientist gives way to the unbridled imagination of the writers. Topics include atomic energy, robots, trips to the moon and planets in rockets, and similar phases of this scientific age. The book would be useful for senior high-school and college classes in science as a stimulant for thought on science in the new world.

KOHN, IRVING. *Meteorology For All*. Barnes and Noble, Inc., c1946. 162p. \$2.00. (Everyday Handbook Series).

Pertinent facts, about the atmosphere and their significance in an air-conscious world, are presented with a simplicity and charm that would appeal to high-school and junior-college students.

MILNE, WILLIAM J., and DOWNYE, WALTER F. *Combined Course in Algebra*. American Book Co., c1946. 542p. \$1.96.

The book begins with a gradual transition from arithmetic to algebra. It is quite elaborate in drill and testing material, and is enriched with topics in advanced algebra, plane analytical geometry and a brief introduction to calculus. The book is interesting and teachable.

SADTLER, SAMUEL SCHMUCKER. *Chemistry of Familiar Things*. J. B. Lippincott Co., c1946. 310p. \$4.00.

A descriptive treatment of many aspects of applied chemistry, this book is of most interest to laymen and beginners. Its illustrations should be modernized. This is the eighth edition, and includes some very modern topics, such as plastics, vitamins, and atomic phenomena.

SHANNON, JAMES I. *The Amazing Electron*. Bruce Publishing Co., c1946. 248p. \$4.00. (Science and Culture Series).

This book offers a semi-technical treatment of the history, properties, and relationships of the electron. This book is non-mathematical and is suitable for classes in chemistry and physics in college above the freshman level. Latest developments in electronics are included down through the atomic bomb.

BARROWS, HARLAN H., and others. *The American Continents*. Silver Burdett Co., c1946. 314p.

The book introduces to the fifth-grade student the people of the Western Hemisphere in their homeland. A number of the excellent maps, photographs and sketches are in color. The book is timely in its presentation of conservation problems and unique in its introduction of historical geography. The vocabulary is carefully selected.

BULLITT, WILLIAM C. *The Great Globe Itself*. Charles Scribner's Sons, 1946. 310p. \$2.75.

Our former ambassador to Russia and France takes a candid look at the past, present, and future of the world. He sees danger in the imperialistic principles of communism behind the Russian Soviet Government, and hope in full support of the United Nations.

BURGESS, ERNEST W., and LOCKE, HARVEY J. *The Family*. American Book Co., c1945. 800p. \$4.24.

A scholarly textbook containing the most significant current research in the field of

family relationships. Especially to be commended for its case histories, comparative treatment of the family in other cultures, and the analysis of the deterioration of conventional patterns of family living in the United States.

CHRISTENSEN, A. N., and KIRKPATRICK, E. M. *Running the Country*. Henry Holt and Co., c1946. 1001p. \$3.95.

A splendid anthology on government with a challenging approach. Though not a textbook, it would be an excellent means of imparting knowledge, developing interest, and provoking independent thinking. Such topics as big government, the farm problem, planning, administrative reorganization, public opinion, utilities, and housing suggest the functional approach by galaxy of recognized authorities and popular writers who made contributions.

Diary of a Public Man, Unpublished Passages From the Secret History of the American Civil War and Abraham Lincoln's Administration. Rutgers University Press, 1946. 137p. \$3.00.

The present edition of the "Diary" contains a foreword by Carl Sandburg and prefatory and other notes by F. Lauriston Bullard. Since its first publication in the *North American Review* in 1879, the "Diary" has been of much interest to historians, unfortunately, however, its authenticity has never been established, and until this is done its value to the historian will be limited.

DWINELL, OLIVE CUSHING. *The Story of Our Money*. Meador Publishing Co., c1946. 208p. \$2.00.

The book is made up of a collection of statements, letters and speeches of political leaders, court decisions, and congressional records. The author gives his interpretation of the quotations selected. The book is undoubtedly written for propaganda purposes.

FISH, HAMILTON. *The Challenge of World Communism*. Bruce Publishing Co., c1946. 224p. \$2.50.

An uncritical, rankly partisan discussion of the nature and spread of Communism drawn from such partisan sources as Hearst's newspapers and Catholic Anti-Communist propaganda.

FLOHERTY, JOHN J. *Men Against Crime*. J. B. Lippincott Co., c1946. 255p. \$2.50.

A brief history of the development of the Secret Services of the Treasury Department. There are accounts of organization and illustrative cases of work against smugglers, counterfeiters, drug and murder rings, moonshiners and rum runners.

GAMBS, JOHN S. *Beyond Supply and Demand*. Columbia University Press, 1946. 105p. \$1.60.

A monograph presenting observations and criticisms on past and current economic theory. The author writes interestingly and

entertainingly. The monograph might be read profitably by advanced students in economic theory.

GARRETT, EILEEN J., and LAMARQUE, ABRIL. *Man—the Maker*. Creative Age Press, c1946. 116p. \$2.50.

Pictorial history of man's inventions and their use from the first use of fire to the release of atomic energy. Every page contains a picture reproducing a photograph or artist's drawing. The volume is suitable for grades 6-9 as a supplementary book in history of science.

HARTMAN, GERTRUDE. *America, Land of Freedom*. D. C. Heath and Co., c1946. 644p. \$2.20.

This is a textbook designed for use in the junior-high school. It is well-written, thoughtfully organized, and excellently illustrated. Diverse study aids are found at the end of each of the ten units.

HAUSER, PHILIP M., and LEONARD, WILLIAM R., eds. *Government Statistics for Business Use*. John Wiley and Sons, Inc. c1946. 432p. \$5.00.

An excellent presentation of the data gathered by the federal government and how these data may become available to business men engaged in productive, transportation, and distributive industries. Valuable also to all students of research in these fields. A very worthwhile publication.

HENRY, MARGUERITE. *Dominican Republic. Australia. The Bahamas. British Honduras. Hawaii. New Zealand. Bermuda. Virgin Islands*. Illustrated by Kirt Wiese. A Whitman and Co., 1946. unp. 75c ea. (Pictured Geographies, Fourth Series).

Each book contains a brief presentation in story form of some interesting historical and geographical facts about neighboring islands and other lands. Attractively illustrated and informative, they are excellent for reading-table or library material for intermediate and junior-high school groups. Some assistance with the vocabulary would be required.

HOLBROOK, STEWART H. *Lost Men of American History*. Macmillan Co., 1946. 370p. \$3.50.

This is an interesting book about American men and women of more or less accomplishment, some of whom have been given but little space in formal American histories. While such figures as Samuel Adams, Samuel Colt, Noah Webster, and Dorothea Dix have not been "lost" to students of history, so much cannot be said for Frederic Tudor, the "Ice King," Deborah Sampson, who served as a man in the Revolutionary Army, Sergeant Ezra Lee, who piloted an underwater craft during the Revolutionary War, or Jemima Wilkinson, who founded "Jerusalem" colony in New York. The author has rescued from oblivion scores of personalities who played some interesting part in American life during the past century and a half. Uncritical, and

even flippant at times, his book is nevertheless entertaining and enlightening.

McMEEKIN, ISABEL McLENNA. *Louisville, the Gateway City.* Julian Messner, Inc., c1946. 279p. \$3.00.

This is a collection of human interest stories that play an important role in the history of Louisville, Kentucky. The stories are well selected and interestingly told.

MALLON, PAUL. *Practical Idealism.* Bruce Humphries, Inc., c1946. 158p. \$2.00.

A collection of Mr. Mallon's to-the-dull-side syndicated columns. They bear the customary rightist slant for which he is noted and lack any great clarity or vigor or originality. A few of the selections are good but hardly worth the price of the book or the winnowing.

MEANS, FLORENCE CRANNELL. *Great Day in the Morning.* Houghton Mifflin Co., 1946. 183p. \$2.00.

Lilybelle Lawrence believes that the only way for the Negro to improve his lot in present-day America is for him to prepare himself for the responsibilities which the American society demands. This story of her struggle upward through Penn School on St. Helena Island and on through Tuskegee Institute, though sometimes bitter, is well worth reading.

MEERLOO, A. M. *Aftermath of Peace.* International Universities Press, c1946. 218p. \$2.50.

This is a group of psychological essays analyzing the impact of total war on the European mind and on the social life of the people. Also included are thoughtful observations relative to the paths to be followed in establishing a peaceful world. Recommended particularly for students of social psychology.

MODLIN, GEORGE MATTHEWS, and DEVYER, FRANK TRAVER. *Development of Economic Society*, rev. ed. D. C. Heath and Co., c1946. 474p. \$2.50. (Economics and Social Institutions, Vol. I).

The first of a series of six volumes covering our social and economic life. The volumes are designed as an introductory course to the study of economics. Vol. I approaches the subject by giving an interpreted historical survey to our economic activities. The subject is presented in a clear, concise, and simple manner.

REID, J. T. *It Happened in Taos.* University of New Mexico Press, 1946. 155p. \$2.50.

The story of a county project of democratic federation of agencies and communities in Taos County, New Mexico. The story is both illuminating and stimulating for all who work in rural, social, and economic situations. Recommended for teachers and workers in other social agencies in rural situations.

ROBINSON, EDGAR EUGENE. *The New United States.* Stanford University Press, c1946. 141p. \$2.50.

The book is made up of eleven chapters—an introductory chapter, six addresses, and four published articles. The addresses and articles were given and written during the years 1934-1946. In spite of much repetition, the book holds one's interest throughout. The author has a clear, direct, concise style. He discusses the origin and basis of American democracy and its future outlook. The book is well worth reading.

ROBINSON, JAMES HARVEY, and SHOTWELL, JAMES T. *An Introduction to the History of Western Europe*, rev. and enl., Vol. I. Ginn and Co., c1946. 545p. \$3.80.

This first volume of a long-established two-volume study of Western European culture has been altered by Professor Shotwell through the elimination of some information, in order to make way for an expanded discussion of contemporary Europe. Both volumes stand on their merits and need no recommendation to students of European history.

ROBINSON, JAMES HARVEY, and SHOTWELL, JAMES T. *An Introduction to the History of Western Europe*, rev. and enl., Vol. II. Ginn and Co., c1946. 760p. \$4.00.

This is an excellent up-to-date version of a two-volume series that has long been a classic in the field of European culture. Chapters on the United Nations and the development of the Atomic Age are particularly timely.

ROCKWOOD, LEMO D., and FORD, MARY E. N. *Youth, Marriage and Parenthood.* John Wiley and Sons, c1945. 298p. \$3.00.

This work is a statistical study of the attitudes of 364 juniors and seniors of Cornell University on courtship, marriage, and parenthood. The findings have been related to studies previously made, and to conditions as they actually are. The result of this research is a book that combines reading interest with a storehouse of factual evidence.

ROOSEVELT, ELLIOTT. *As He Saw It.* Duell, Sloan and Pearce, c1946. 270p. \$3.00.

The intimate story of President Roosevelt at the conferences with foreign powers. The work for the peace to follow victory is the principal theme, and that this basis for peace is being sabotaged is Elliott Roosevelt's interpretation.

SHINN, ROGER L. *Beyond This Darkness.* Association Press, 1946. 86p. \$1.00.

The purpose of this small volume is expressed in the subtitle: "What the events of our time have meant to Christians who face the future." The author, an active combat infantryman in World War II, writes with fervor and conviction.

SHOEMAKER, ROBERT, and PARIS LEONARD. *Famous American Generals*. Thomas Y. Crowell Co., c1946. 218p. \$2.50.

Sketches of the lives of eighteen American generals, beginning with Washington and ending with Vandegrift. The basis of selection of generals to be included is not given.

SLAUGHTER, FRANK G. *The New Science of Surgery*. Julian Messner, Inc., c1946. 286p. \$3.50.

An account of current developments in surgery, written for laymen. The astounding advance and great possibilities are authoritatively presented. There is a concise statement of the position of the American Medical Association on "socialized" medicine, and the author presents a plan of his own.

SMYTH, RICHARD C., and MURPHY, MATTHEW J. *Job Evaluation and Employee Rating*. McGraw-Hill Book Co., 1946. 255p. \$2.75.

This book deals with job descriptions, job evaluations, and merit ratings. The chief plans in operation today are analyzed and discussed. One plan is analyzed in detail for study by those who want to adopt it. It is thoroughly up-to-date; clear and complete; technical in some parts but certainly not involved. This book is excellent for those who want more than just a smattering of job evaluation "know-how."

SOLJAK, PHILIP L. *New Zealand, Pacific Pioneer*. Macmillan Co., 1946. 197p. \$2.50.

An excellent, condensed treatment of New Zealand for the general reader, or for supplementary reading in connection with high-school or junior-college courses in geography or other social science courses. It will help international understanding.

VANCE, RUPERT B., and others. *New Farm Homes for Old, a Study of Rural Public Housing in the South*. University of Alabama Press, 1946. 245p. \$3.00.

A clear account, analysis, and interpretation of the FPMA experiment in rural public housing. This deserves careful reading by all concerned with rural life.

VON ABELE, RUDOLPH. *Alexander H. Stephens*. Alfred A. Knopf, 1946. 337p. \$4.00.

This is an able and exceptionally well-written study of the Vice-President of the Confederacy. While considerable attention is given to the place of Stephens in the events of his time, much effort is also devoted to the psychology of leadership as embodied in the man.

WAGER, PAUL W. *One Foot on the Soil*. Bureau of Public Administration, University of Alabama, 1945. 230p.

A factual account of subsistence homesteads in five federal projects in the Birmingham area. There is sympathetic an-

alysis of the development of these areas, and interpretation of their significance.

WALLER, JUDITH C. *Radio, the Fifth Estate*. Houghton Mifflin Co., c1946. 483p. \$3.40.

A competent study of radio broadcasting designed to give information on all angles of the institution. Explanatory rather than critical.

WOODWARD, ELIZABETH. *Let's Have a Party*. Thomas Y. Crowell Co., c1946. 124p. \$2.00.

In this book the author presents a great many practical and appealing ideas for teen-age boys' and girls' parties. She includes suggestions on what to do with "problem people" and recipes for refreshments that teen-agers could prepare themselves. Any high-school girl would welcome this book in her own library. Parents and teachers who plan social affairs for young people will also find this book useful.

Textbooks and Workbooks

BLAIR, WALTER, and others. *The Literature of the United States*, Vol. I. Scott, Foresman and Co., c1946. 1169p.

This history and anthology provides a fairly broad selection of all types of American literature and presents a series of essays which outline those events and thoughts from which the literature has issued. Suitable for junior college. The worth of the text is increased by the artistic excellence and historical accuracy of the illustrations. This volume and the one to follow it are to be recommended as useful tools in introducing American literature.

EDEL, ABRAHAM. *The Theory and Practice of Philosophy*. Harcourt, Brace and Co., c1946. 475p. \$3.00.

This book is a scholarly performance. It is complete in its survey of the field, but would prove a bit difficult for service as an undergraduate text.

EDWARDS, ALLEN L. *Statistical Analysis*. Rinehart and Co., Inc., 1946. 360p. \$3.50.

An elementary text on statistics with emphasis on interpretation rather than on detailed practice in working problems. The presentation is clear and the problems used are characteristically simple with small numbers. The attention to interpretation and significance is greater than is usual in elementary texts. The text is really for consumers of statistics rather than for training workers in statistics. A good text.

HORN, ERNEST, and ASHBAUGH, E. J. *Spelling We Use*. J. B. Lippincott Co., c1946. (Grades 2-8 inclusive).

A revision of the well-known Horn-Ashbaugh series of spellers.

ISE, JOHN. *Economics*. Harper and Brothers, c1946. 731p. \$4.50.

This text on the principles and problems of economics follows the usual orthodox

procedure in method and content of presentation. It is well organized and written although occasionally vague in meaning. Probably owing to shortage of paper, its format lacks much to be desired.

SALIERS, EARL A. *Modern Practical Accounting, Elementary.* American Technical Society, 1946. 365p.

This text uses the Balance Sheet approach to the study of Accounting. Fundamental principles are thoroughly explained and illustrated. It is up-to-date in content and in theory; easy to study.

SALIERS, EARL A. *Modern Practical Accounting, Advanced.* American Technical Society, 1946. 368p.

This text is a companion volume to the elementary text. It deals in detail with the theory of accruals, valuation, reserved, consolidated statements, fiduciaries, and other advanced accounting topics. It is written in readable style; has a clear exposition of theory; is amply illustrated.

Books Received

BARRETT, JACK. *Self-Entertainment.* David McKay Co., c1946. 127p. \$1.00.

BRIDGERS, EMILY. *The Arts in the Soviet Union, Part I.* University of North Carolina Press, c1946. 43p. (University of N. C. Library Extension Publications, Vol. XII, No. 3).

Bureau of Educational Research. University of Alabama. *School Administrative Problems in Suburban Municipalities.* Bureau of Educational Research, College of Education, University of Alabama, 1946. 31p. 50¢. (Studies in Education, No. 7).

BURNHAM, PAUL S. *Employment, Rehabilitation, and Veteran Adjustment.* Public Administration Service, 1946. 27p. \$1.00.

Federal Security Agency. *Public Relations for Rural and Village Teachers.* U. S. Government Printing Office, 1946. 50p. 15¢. (Federal Security Agency, Bulletin No. 17).

GANTZ, KENNETH. *Drillbook for English.* Prentice-Hall, Inc., 1946. 138p. \$3.65 trade; \$2.65 text.

GOUSENBERG, ABRAHAM. *Letters Written by an American Soldier Mutilated in the Last War.* Abraham Gousenberg, c1946. 165p. \$2.50.

HERRICHT, FRED. *Home Craft Course: The Putz; Carved Wood Figures.* Mrs. C. Naaman Keyser, c1946. 29p.

HUBBARD, IDA BINGER, and McDONNELL, LOIS EDDY. *Primary Teacher's Guide on India. Jr. Teacher's Guide on India.* Friendship Press, 1946. 22p. 23p.

HUDSON, MICHAEL. *Full Employment.* The Christopher Publishing House, c1946. 83p. \$1.75.

LYTLE, HORACE. *Simple Secrets of Dog Discipline.* G. P. Putnam's Sons, c1946. 63p. \$1.50.

New York City. Board of Education. *Reading in Sight Conservation Classes.* Board of Education, City of N. Y., 1946. 80p. (Curriculum Bulletin, No. 6).

New York City. Board of Education. *Speech Training for Spastics.* Board of Education, City of N. Y., 1946. 40p. (Curriculum Bulletin, No. 5).

REINE, ANNA. *Gifts Children Can Draw and Make.* Epworth Publishing Co., c1946. 48p.

RICHERT, G. HENRY, and HUMPHREY, CLYDE W. *Retailing as a Career.* Gregg Publishing Co., c1946. 24p.

RIESS, ANITA, and HARTUNG, MAURICE. *Developing Number Readiness; Guide Book for the Number Readiness Chart.* Scott, Foresman and Co., c1946. 36p.

Soil Conservation Service. U. S. Dept. of Agriculture. *Investigations in Erosion Control and Reclamation of Eroded Sandy Clay Lands of Texas, Arkansas and Louisiana at the Conservation Experiment Station, Tyler, Texas, 1931-40.* U. S. Government Printing Office, 1946. 76p. 20¢. (Technical Bulletin 916, June 1946).

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CONTENTS



EDITORIAL—Culture and the Parsnip.....	257
Some of Us Teach.....	260
Herbert D. Lamson	
A Study of the Teachers in the Small Rural Schools of South Carolina.....	266
Joseph Benton White	
What Kind of Maps Should Teachers Buy?.....	277
William Louis Garrison	
A Shared Experience in Children's Literature.....	282
Ruth Overton Alsup	
Religion in Liberal Education.....	292
E. G. Rogers	
Thirteenth Annual Teacher Placement Survey National Institutional Teacher Placement Association.....	298
E. W. Goetch	
Peabody Bimonthly Booknotes.....	304

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CULTURE AND THE PARSNIP

My wife was preoccupied with the parsnips which we have once a year. There are people—not many, but a few—whom you like all the more if you can arrange to meet them infrequently. However, with increased contact that affection tends to disappear. They are the parsnips of the human race. For the parsnip is a unique vegetable. It is as highly individualized as an onion, without the onion's good cheer. If the onion is the Irish of the vegetables, the parsnip is the proud and aloof Yogi.

But to get back to my wife and her parsnips. An annual event is not to be taken lightly. Frying eggs is a mechanized affair, occurring daily. But parsnips demand thought. Otherwise they stand revealed in all of their parsnippy ruggedness. And the real business of cooking is to thwart the parsnip in that.

My wife puckered her brow in thought. Then she got down her faithful copy of *The Delirium of Cooking* and turned to the Parsnip Section. She read aloud,

"For a portion sufficient for ten add one-half teaspoonful of Worcestershire Sauce."

"Certainly," said I; "go ahead and add it."

"But there are only two of us."

"That's easy," said I, being scholarly. "Two is, or are, as the case may be, one fifth of ten. One fifth of one half is one tenth."

She rallied quickly. "Of course," she said, "That's it, one tenth of a teaspoonful." She reached for the bottle of Worcestershire Sauce, prepared after a recipe which had been in the family of a nobleman in the country since timidity had disappeared from Texas.

"How do you measure one tenth of a teaspoonful?" she asked.

"You don't," said I, "Besides, what would be the use? It would be as futile as trying to get a college degree by attending classes only on the

Wednesday following a full moon in each month."

"What's the use of having a cookbook then?" She is, you see, committed to the authorities.

"Not the slightest when it reduces Worcestershire Sauce to the futility of one tenth of a teaspoonful. I'd use enough to gain some ground on the parsnip terrain, or I'd use none at all. Why," I asked, warming to my theme, "use it at all except to offset the parsnip conceit with the Worcestershire ego?"

"You use it to bring out the parsnip flavor."

"Nonsense," said I, "You don't want to bring out the flavor. That's the trouble; it's already out. What you want to do is to overpower it; and put it back in. It's like education," said I, loosening my tie and unbuttoning my shirt collar. "The child comes to school, a veritable parsnip, untouched by culture's subtle concoctions. In his raw state he won't do. He's too parsnippy. We put in a little of the tincture of this and a little of the extract of that, and then we stir and shake and exhort. We must be careful not to destroy totally the native parsnip in him. If we did he wouldn't be a parsnip at all, and if he weren't a parsnip he would become something far worse, since nature had ordained him for parsniphood. We must save the parsnip, but alleviate its pungency. We must not take away its basic flavors but we must soothe them, make them over into an alien but precious gentleness. The mission of the Worcestershire Sauce is to transcend the gusty flavor of parsnip flesh with its restrained piquancy of the spirit."

I looked around. My wife was plunging a teaspoon upon which appeared a thin film of Worcestershire Sauce, obviously one tenth of a teaspoonful, into the pan of parsnips. I sighed. We make our educational advances, oh so slowly, perhaps in increments of one tenth of a teaspoonful. That's why we evolve so slowly from the parsnip stage. Perhaps it's the only safe way to evolve.

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SOME OF US TEACH

HERBERT D. LAMSON

Professor of Sociology, Boston University

This is the summary of a paper presented at the section on educational sociology of the American Sociological Society, December 29, 1946. The paper evoked a vigorous discussion of the neglect of teaching by most of the learned societies and resulted in the passage of a resolution urging that the American Sociological Society devote more time at its annual meetings and more space in its *Review* to the consideration of methods of teaching and the problems of the teacher.

H. C. BREARLEY

The implication of the title of this paper is not that some of us are sufficiently good teachers to deserve the name while the remainder are poor teachers unworthy to bear it. Our theses are that many, perhaps a majority, of the teachers in colleges are engaged full-time in teaching and do not have much time for research; that the annual meetings of the professional societies of sociologists, economists, political scientists, and anthropologists have been for the most part concerned with the delivery of research papers; that the teaching of the social sciences in our colleges is in need of improvement; that such teaching could be improved if the societies would give greater attention to this subject; that a person may be a good research worker and a poor teacher; that we need to work out ways of evaluating the teaching function in order to make it more nearly equal to research as a measure in securing jobs, in promotions, and in salaries; and that our goals as social scientists need examination.

Some years ago President Day of Cornell (*Educational Record*, January, 1940) pointed out that although teaching and research are theoretically considered co-ordinate functions of American universities, actually in many places teaching is effectually, if not by specific intention, subordinated to research. As colleges are now administered, it is obvious that success in research has the edge over success in teaching. At present the person who calls attention to his abilities through research is able to achieve a better appointment grade, a better rate of promotion, and a more attractive set of duties than one who, however excellent a teacher, has no means of making this fact known to administrators. Research, like divorce and murder, gets the publicity.

We have assumed, and many college heads have assumed, that teaching would be enriched by the fact that the teacher does as much research as possible, that in a not too clearly defined way his enthusiasm for research would kindle a fire of some kind in the mind of the student. I should like to raise the question as to whether this has really worked out. Has it been proved? Are our biggest research names those of the best teachers of students? I wonder what the students themselves think. We are paid primarily to be good teachers, but our recognition, if any, comes chiefly through our research. In many cases it is working out that the insistence that we do research, or stay where we are on the ladder, militates against improvement in teaching. If we are not recognized for superior teaching why bother to improve it?

In the now famous Harvard Report the younger instructors polled at that institution felt that there was an over-insistence upon published research, and that as a consequence broad scholarship and teaching ability tended to be neglected. It now seems to be time once again to challenge the assumption that if a man or woman is a good research person that person will be a satisfactory, if not superior, teacher. We are in need of some techniques whereby teaching ability can quickly and accurately be appraised and that appraisal be made known in academic circles so that the bidding for services can be better balanced.

Our returned service men in some cases are in a restless mood. Some of them find many of us hopelessly dull. Is this because they ought not to be in college anyway? Is this a condition that will wear off in time? Or have they something valid in their desire to initiate some sort of efficiency rating scheme for the evaluation of the performance of those hired by their colleges to teach them? College education has high prestige. We teach in college and share some of that prestige, but are not some of us basking in a reflected glory which our classroom performance does not validate and which causes rightful resentment on the part of some of these men?

How many college teachers favor some impartial method of teaching appraisal? How many make it a regular practice to secure systematic, anonymous evaluation by the consumers of education? Do we ever have a critical mirror held up to us? Under the sheltering oak of "academic freedom," which effectively keeps college presidents, deans, educational experts, and other species, out of our classrooms, many teachers perform ineffectively. Some of us seem none too eager to improve. In some colleges students have petitioned their administrators to make impartial studies of faculty teaching methods. Often the subject is too hot to handle and is sidetracked. Yet students in other

institutions make and publish their own appraisals. Could the professional societies do more to aid in this teaching situation?

Let us who have not attended colleges of education frankly face our own training, or lack of it. We might ask ourselves, "Where did we learn to teach? Did we have any special attention paid to methods of teaching our major subject in undergraduate days or along the rocky road to the Ph.D.?" Probably the answer for most of us is that we just stumbled into whatever methods we possess. We absorbed them, through an inefficient apprenticeship from our journeymen and masters whose methods we know now, and we felt then many times, were not very efficient. The masters of our craft were so busily engaged in writing books that attention to teaching methods was pushed aside. If the picture we received in class was spotty, the implication was that we could read the *opus* at leisure when it should come off the press.

The social sciences undoubtedly suffer, as do other disciplines, from the fact that we have more research results than are effectively presented to our public. The leaders of our professions do not seem particularly interested in assisting us in devising more effective methods of presenting this material. In our annual meetings we devote little attention to such things. According to one official statement, "It should be the prime purpose of the program to furnish opportunities for reporting on and the discussion of research findings presented by members of the Society." The way in which our sectional audiences, in what is sometimes a vain search for something of interest, drift in and out of the rooms where these papers are being presented is commentary enough on the over-rigid adherence to our present policy. Incidentally it may not be out of order to remark that we walk out on each other's papers at national meetings, but our students are not allowed a similar privilege when we present the same material to them. If we cannot hold the interest of the professionals how can we expect to arouse the enthusiasm of those not yet admitted within the sacred professional portals? Perhaps we have been so concerned that our disciplines gain a respectable place among the sciences that we have devoted a disproportionate amount of time in our meetings to reading research papers, hoping thereby to convince ourselves and our natural science colleagues that we really deserve the name *science*.

Why do not the societies encourage and foster more consultative service from experts in teaching? Why not experiment with various methods for making teaching more vivid and vital? Consider how meager are the film resources for college level social science teaching. Think how crudely we scratch our often confusing diagrams upon the

board. Compare this with the best lecture you ever heard on any subject, in which color films or other visual material was used. We devise films for the younger children but we seem to expect the powers of abstract thought to be so well developed in our students that we need no such devices. Are we assuming that only elementary and secondary schools need concern themselves with teaching methods, that college teaching is so dripping with content that the eager student cannot help but be nourished, yea, delighted if he but open his big mouth, quiet his tongue, and let the delicious drops of research-enriched nectar splash in?

Have the social sciences depended for student popularity upon a recital of quaint customs of other days and peoples, upon youthful idealism for social reform, and upon a natural interest in learning what makes the Great Society tick? Not long ago I had a talk with two veterans who had been doing educational work in the armed services in which a great deal of visual materials was used. They were bemoaning the fact that college teaching is insufficiently vivid, that there are many opportunities for making it much more so which are being missed. Could not a good case be made for the proposition that we need to secure more funds, not merely for research, but for audiovisual materials and the like?

Undoubtedly many of you do make educational experiments in the attempt to improve your teaching. Why should you not be given more frequent opportunity to present and to discuss these efforts at national meetings? Why must we stand in the corridors to talk shop? Are we too much afraid of becoming a teachers' convention? After all, most of us are teachers. We do need frequent formal, as well as informal, opportunity to exchange ideas about such things as methods of presentation and student reaction, field trips, outside lecturers, classroom experiments, special projects, ways of testing, and similar educational problems.

How much democracy do we have in our college social science teaching? Are we making adequate use of student ideas? Many of our students are mature, experienced men and women who are as old as some of us were when we first started teaching. Some of them have taught. Is not the social scientist with his emphasis upon the group and the community in a strategic position to prod college authorities to make wider use of student opinion and ideas? A university may be a community of scholars, but from the attitude of some administrators no student is ever considered a scholar, since he is not admitted to any of the faculty committees. If we believe in democracy in families, in

industry, in communities, why not more in colleges? Why not more in our own courses?

Furthermore, ought we not also to give more attention to the discussion of our goals as social scientists? What are we trying to achieve? Are we after publicity, promotions, prestige? Are we seeking the name of scientist, authorship of our own ten-inch shelf,—the role of great teacher, social reformer, propagandist for democracy? Do we crave to be a leader of men, a friend of students, a friend of foundations? What is our social role today? Is not the thoughtful discussion of our basic goals worthy of an important place on our programs as well as the microscopic research details with which they are often encumbered?

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A STUDY OF THE TEACHERS IN THE SMALL RURAL SCHOOLS OF SOUTH CAROLINA

JOSEPH BENTON WHITE
Peabody College

STATEMENT OF PROBLEMS

Rural education has been described as America's number one educational problem. In many respects it is the chief educational problem in South Carolina. The state has delegated much of the responsibility for developing an educational program to its 1,616 individual school districts. These districts are separate corporate units relatively independent of state or county controls, and are largely dependent upon their own resources for educational leadership.

The 1,616 districts operate 1,520 white schools and 2,136 Negro schools. Of the 1,520 white schools, 58.5 per cent are rural schools of the one-, two-, or three-teacher types. These schools employ 27.7 per cent of all the white elementary teachers employed in the state. They teach approximately 20.2 per cent of all the white elementary pupils in the state. In other words, of all the white elementary pupils, one of every five attends a small rural school of three teachers or less.

Of the 2,136 Negro schools, 84.1 per cent are rural schools of the one-, two-, or three-teacher types. These schools employ 56.7 per cent of all the Negro elementary teachers in the state. They teach approximately 34.6 per cent of all the Negro elementary pupils in the state.

The teachers in the small white schools have only the county superintendents of education and the three rural supervisors in the State Department of Education to look to for educational leadership. There are only two counties that employ county supervisors of instruction.

The teachers in the small Negro schools have the benefit of the leadership and supervision provided by the Jeanes teachers in thirty-six of the forty-six counties. These Jeanes teachers are under the direction of the county superintendent of education and the two state supervisors of Negro education in the State Department of Education.

It is obvious, therefore, that the type and quality of educational opportunities offered rural youth in these small schools depend almost wholly upon the qualifications of the teachers employed. Therefore, the problem of the teacher in the small rural school is one of grave concern to South Carolina if the state hopes to provide adequate educa-

tional opportunities for one-fifth of its white elementary school population and one-third of its Negro elementary school population.

Moreover, the problems of the small rural schools and the teachers who work in these schools are nation-wide. Therefore, the findings of this study may have implications not only for South Carolina but for the nation.

PURPOSE OF THIS STUDY

It is assumed that if an accurate and detailed picture of the situation as it exists among the teachers in the small rural schools of South Carolina can be presented, the counties, the state, and the teacher-education institutions will become more aware of this problem and will undertake to do something to improve the educational opportunities of the rural boys and girls who have been so neglected. These data will furnish a basis for recommendations for programs of action. This investigation is a comprehensive study of the present status of the teachers employed in the one-, two-, and three-teacher schools. It includes both white and Negro teachers, except those classed as emergency teachers. Consideration is given to the personal characteristics of the teacher, the pre-service education, the in-service education, and the school and community relationships of the teacher. The facts gathered will be used to promote desirable changes in the pre-service and in-service education of teachers, and to bring about general improvement in the rural education program of the state.

PROCEDURES OF INVESTIGATION

The data used in this study were secured from four sources: a detailed questionnaire sent to each teacher, the files of the individual teachers in the State Department of Education, personal interviews of a random sampling of teachers, and related material that has been produced in other studies and reports.

The questionnaire, with an appropriate cover letter signed by the State Superintendent of Education, was sent to each teacher in the small rural schools. Usable returns were received from 57.2 per cent of all the white teachers in the small rural schools, and from 55.6 per cent of all the Negro teachers in the small rural schools.

From the files in the State Department of Education, a random sampling of college transcripts was secured of teachers having two or three years of college training and of teachers having bachelor's degrees. The transcripts were analyzed to show the pattern of general education, the pattern of professional education, and the amount of training for understanding the problems of rural life.

A number of informal personal interviews were held with white and Negro teachers, a few county superintendents of education, and two college teachers of summer schools and extension classes. Each interview lasted from thirty to forty minutes, and centered around the rural teacher and her problems. Thirty-three individuals were interviewed, and the material gathered was used to supplement and interpret the data secured from the questionnaire.

A number of related studies and reports dealing with the problems of the teachers in small rural schools were examined. The findings of related studies were used throughout the study where significant comparisons or contrasts appeared.

SUMMARY OF DATA

In the complete study, all data concerning Negro and white teachers were treated separately. However, the summaries of the data indicating the typical teacher in each group were very similar. For the sake of brevity, these summaries have been combined, and where significant differences appear in the two groups they are noted.

Personal Data. The typical teacher in small rural schools of South Carolina is a local person, nearly always a woman. She has a rural background and her parents are farmers. She is older than the average rural teacher in the nation, is married, and probably has two children. Her husband is living, but he does not teach. Together they own their own home and have either a servant or some member of the family to take care of the home duties while the wife teaches. The family of the white teacher owns an automobile so that the wife can stay at home and drive to her school which is from one to ten miles away. The family of the Negro teacher may or may not own an automobile, and the chances are that she will live or board near the school in which she teaches. The white teacher has had thirteen years of teaching experience, and the Negro teacher has had twelve. Both have done most of their teaching in the small rural schools. The typical rural teacher prefers to work in the small rural school and has little desire to go to a larger school. However, she will leave her present position after three or four years and go to another school of about the same size. She holds a First Grade Elementary teacher's certificate.

Pre-Service Education. The education of the typical teacher in the small rural schools of the state is definitely inferior when compared to that of the average elementary teacher in the state. The white teacher has about two years of college training and the Negro teacher has one. However, her education is equal to or better than that of the average rural teacher in the small schools of the South and of the nation.

Her general education appears fairly satisfactory in the fields of English, science, and social studies; but shows a decided deficiency in art, music, and health. Her professional education indicates lack of planning and guidance, and lack of an adequate teacher-training program on the part of the institution she attended. She has had very little, if any, work in understanding the child, how he grows and develops. She has had numerous courses in education, most of which have been general courses. She may have had some training for teaching in the elementary school but this has not been adequate. She has had no preparation for work in the rural schools; very little, if any, rural education; and no rural sociology or rural economics. The white teacher has had no experience in student teaching; the Negro teacher may or may not have had this experience, but this experience was not in a small rural school.

The college courses that she feels were of greatest help to her are: education; psychology, especially child psychology; English; sociology; music; and art. She would like to have had more experience in practice teaching, rural education, methods courses, child study, and English.

In-Service Education. There has been no planned program of in-service education for the teachers in the small rural schools of the state. The typical white teacher has attended one six-weeks summer school during her thirteen years of teaching; the Negro teacher has attended three such summer schools during her twelve years of teaching. The typical teacher takes no in-service work by extension or correspondence. She subscribes to one professional magazine, either the *Normal Instructor* or the *Grade Teacher*; but she does not read as much as one professional book during a year. In non-professional literature, the reading of the white teacher is more extensive. She subscribes to more than three non-professional magazines, and reads more than three books of fiction and three of non-fiction during a year. However, the reading of the Negro teacher is limited. She subscribes to two non-professional magazines, but she does not read any books of fiction or non-fiction during a year. The white teacher has access to a public library, but the Negro teacher does not. Neither has access to a professional library. The typical teacher has access to the daily and county papers, and has done a little travel, probably to New York, Washington or District of Columbia.

The white teacher must rely upon her own resources for solving her educational problems. Neither the state nor the county has provided adequate leadership for her. She probably receives one visit each year from her county superintendent and one from the state rural super-

visor. Such visits are primarily inspectorial, averaging about thirty minutes in length. The Negro teacher is more fortunate in that she has a Jeanes supervisor to look to for professional leadership. This supervisor visits her school approximately five times during a year. In fact, she enjoys the privilege of teaching in a state which is leading the South in providing trained leadership for its Negro teachers.

The typical teacher believes that the experiences which have been of greatest help to her as a rural teacher have been her association with children, visits in the homes of her pupils, observing others teach, having children of her own, and attending summer school. As do all teachers, she faces a number of difficult problems. Among the outstanding ones are: too many grades, poor equipment and lack of teaching materials, poor attendance, and uncooperative parents. Transportation of school pupils is a special problem of the Negro teacher. These problems are not different from those found in other sections of the country. She believes that the state and county should assist her with these problems and the provision should be made for more equipment and supplementary teaching materials, for adequate educational leadership in the form of supervisory help, and for enforcement of the school attendance law. The Negro teacher would add to this request a provision for transportation of school pupils, better buildings, and longer school terms.

The Teacher in Her School and Community. The typical teacher in the small rural schools of the state teaches in a two-teacher school. The white school runs nine months and enrolls about twenty-two pupils per teacher. The Negro school runs eight months and enrolls approximately thirty pupils per teacher. The one-teacher white school enrolls seventeen pupils and the one-teacher Negro school enrolls twenty-nine pupils. This pupil load per teacher is lower than the average for rural teachers of the South, the races considered separately. The typical teacher secures her position by direct contact with the board of trustees. The annual salary of the white teacher in 1943-44 was \$1,016.84, and of the Negro teacher \$548.17. These salaries are less than the average paid the elementary teachers of the state, but are probably equal to those paid rural elementary teachers in the South, white and Negro salaries compared separately. They are much less than the average paid rural elementary teachers in the nation. The typical teacher earns no other income, but since she is married, her salary represents only a part of the family income.

She is a member and regular attendant of either the Baptist or Methodist church. She attends Sunday School regularly and teaches a class of children. She is a member of the church organizations of her

community, but has little interest in other community organizations. However, she is an active participant in the organizations in which she holds membership. She pays dues, and serves as an officer or sponsor to many of them. In her opinion, the outstanding needs of her community are better cooperation of the parents with the school, more adequate recreational facilities, and the Negro teacher would add better school transportation. She does not place a great deal of emphasis on such problems as developing community leadership and raising the standards of living of her community.

CONCLUSIONS

The data presented in this study lead to the following general conclusions:

1. The teachers who work in the small rural schools of the state have a background of rural life, and in most cases have always lived in the county in which they are teaching. Therefore, they are familiar with many of the local problems, but they have not had the broadening experience that would come from study and travel. Consequently, they may not be able to recognize some of the fundamental needs of the community.
2. The teachers in the small rural schools are local people who are married and expect to live permanently in their present homes. They would not teach unless employment could be secured near their homes.
3. The teachers in the small rural schools are older and have had more teaching experience than the average rural teacher in the nation. It appears that the small rural schools of the state are used by teachers as stepping stones to positions in larger schools.
4. Since the great majority of teachers in the small rural schools are drawn from the supply available in the local county, the extent to which these schools can be adequately staffed depends primarily upon the education of the local group. If this group is not adequately trained, it becomes the responsibility of the county and the state to provide this education—in service.
5. The education of the teacher in the small rural school is decidedly inferior to that of the average teacher in the state. Therefore, the problem and need of an adequate in-service education program for these teachers is very great.
6. These teachers have not been prepared for work in the rural schools. In fact, they are not adequately prepared for work in any elementary school. They have had no preparation whatever for teaching an ungraded school. If these schools are to be improved, special atten-

tion must be given to a program of in-service education that will meet the peculiar needs of these teachers.

7. Teacher-education programs in the colleges of the state have not met the needs of rural teachers. They have failed to give them the background materials that they need to face the problems of a rural community and the problems of an ungraded school.

8. The general education of rural teachers has not been well-rounded when measured by the present pattern required by the State Board of Education.

9. Colleges have permitted teachers to graduate and the state has certified them as teachers when they have had no experiences that would help them to understand the growth and development of children.

10. Rural teachers recognize the need for college work that is designed to help them with methods in the elementary school, to help them understand children, to help them in the use of English, and to help them understand the problems of rural life.

11. There has been very little in-service education for rural teachers in South Carolina. There has been no *program* for the improvement of teachers in service, and what has taken place has been incidental. This is true of the white teachers, but not of the Negro teachers who have had the benefit, in most cases, of Jeanes supervisors. In the case of the white teachers, the state and counties have failed to provide the necessary educational leadership. Consequently, the teachers have not attended summer schools, they read very little professional literature, and have no one to look to for assistance with their school and community problems.

12. The Negro teachers attended summer school more often and probably read more educational literature than the white teachers. However, they do little other reading, and have no source from which reading materials may be secured.

13. Neither white nor Negro teachers have access to professional libraries. This probably is due to the lack of adequate educational leadership.

14. All rural teachers face the problem of lack of equipment and instructional materials. Obviously, many rural schools are not allowed to spend school funds for such materials. This is a problem which concerns the local trustees and the educational leadership in the county.

15. Poor attendance and lack of cooperation of parents seem to be common problems of rural teachers. Such problems indicate the possibility of poor teaching and lack of vision on the part of the rural

teacher as to the function of the school in the community. The fact that parents are uncooperative may indicate the lack of a satisfactory school-community program.

16. Rural teachers see the possibilities of improving their schools through the use of well-qualified supervisors and are asking for them.

17. The small rural white schools run for a term of nine months which is the average for white schools in the state. The small rural Negro schools run for a term of eight months which is the average for Negro schools in the state.

18. The pupil-teacher load is not unduly heavy in the white small rural schools, but is rather heavy in the Negro small rural schools.

19. The white teachers in the small rural schools and a majority of the Negro teachers are employed directly by the local board of trustees. These trustees do not have the benefit of professional assistance in the selection of teachers, and consequently do not always base their selection on the qualifications of the applicant.

20. The salaries paid the rural teachers are somewhat lower than those paid the elementary teachers in the state. The salaries of white teachers are higher than those of Negro teachers.

21. The rural teacher is interested in and is an active participant in church and Sunday school work. She also participates in other church organizations. With the exception of the Parent-Teacher Association, with which more than half of the Negro teachers are connected, the rural teacher does not indicate an interest in other organizations.

22. In general, the rural teacher fails to see that the school may be an agency for developing community leadership and for improving the standard of living in the community.

RECOMMENDATIONS

1. Probably the greatest and most urgent need of the rural teacher is adequate educational leadership. This leadership should be provided jointly by the state and county, and should be dedicated solely to assisting teachers improve the educational opportunities offered boys and girls and the services rendered by the school to the community. The person selected for this position should be the best qualified leader available, and should have special training for this type of service. Such a person should be well paid and have reasonable tenure, absolutely removed from the politics of the county superintendent's office or the county delegation in the general assembly. The State Department of Education should coordinate and assist the work of these local leaders in many ways.

Therefore, it is recommended that the state legislature permit the State Department of Education to apportion funds to county boards of education for the employment of county supervisors. These funds should be apportioned on a twelve months' basis according to the monthly state-aid schedule for teachers' salaries plus a twenty per cent supplement. The county board of education should assume the responsibility for paying the necessary additional supplement to secure the person desired; it should also furnish adequate funds for travel and instructional supplies. The qualifications of this supervisor should be defined by the State Board of Education and should follow the general recommendations of the State Councils on Teacher Education. The State Board of Education, operating through the State Department of Education, should provide a minimum training period and program through which all prospective supervisors must go before they are permitted to enter the field. After these people are properly trained, they should be eligible for employment by the county boards of education upon the recommendation of the county superintendent.

The supervisors employed by the State Department of Education should be organized into a supervisory corps under a Division of Instruction or the Division of Teacher Education and Certification and should serve as professional advisers or consultants to the county supervisors. It should be the function of the State Department to bring together at reasonable intervals the local supervisors for short conferences and to bring these groups together in summers for intensive workshops on the problems that are most pressing. In short, there should be developed a state program of professional services for all teachers, especially for those in the rural schools.

2. The in-service education of the rural teacher could be improved by providing summer workshops or courses especially designed for the teacher in the small rural schools. This would lend dignity to the position of the rural teacher, and at the same time would give her the professional assistance that she is seeking. Such workshops need not always be on the college campus. It would be most effective for part of this experience to be in the local county where the teachers work. Of course, it is presumed that such workshops and courses will be staffed with people who are well qualified to help rural teachers.

3. Adequate professional libraries should be established in every county. In counties where public libraries are not available, the professional library should carry some material of general interest—non-professional. This need is especially great for Negro teachers who do not have access to public libraries.

4. Many of the problems relating to the pre-service education of

teachers have been met by the recent teacher-education requirements adopted by the State Board of Education. However, these requirements do not guarantee any training for work in rural schools. Since South Carolina is a rural state, all teachers should be given some work in social science which will give them a basic understanding of rural life, and elective courses in rural education should be offered for those who have some interest in preparing for this field of teaching.

5. County departments of education should establish materials bureaus for the teachers of the county. These bureaus should be placed in the charge of the competent teacher-librarian who works under the direction of the county supervisor. Such a bureau should enlist the cooperation of all the teachers in the county in building a supply of local materials as well as the usual instructional and supplementary materials needed in a classroom. Such a bureau could provide leadership that would help local boards of trustees to include in the school budget an item for instructional supplies that are expendable.

6. Teachers should be paid according to qualification regardless of race or type of school in which they work. This objective has been realized as far as state aid is concerned, but in some instance, there is still a difference due to race in the salary supplement paid by the local district.

7. Until there is developed some type of school district reorganization which will permit larger administrative units, the employment of teachers in the small rural schools should be by the local boards of trustees only upon the recommendation of the county superintendent of education.

It is assumed that many of the needs that have been portrayed in this study such as the development of a broader concept of the function of the rural school, the improvement of the instructional program, and the improvement of school-community relationships will be met when the schools are provided with trained educational leadership and a comprehensive program of in-service education has been developed.

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WHAT KIND OF MAPS SHOULD TEACHERS BUY?

WILLIAM LOUIS GARRISON
Graduate Student - Peabody College

The importance of maps in geographical study is well accepted. Sir Halford J. Mackinder says, "The root of all geographical ability lies in being at home with maps." On the basis of the importance of maps it can be said that a student's acquisition of geographical ability rests upon:

- 1) maps and devices used to interpret these maps—these devices may range from textbooks to field trips.
- 2) the method by which the instructor arranges and presents the maps and interpretative devices.
- 3) the response of the student to these maps and devices.

Because maps are an integral part of geography and other studies, and because maps differ in their ability to enter into learning experiences, teachers should recognize map purchasing as a problem worthy of considerable thought. This paper seeks to aid in the solution of this problem by presenting three principles of map selection.

Maps are graphic representations of the earth, and in the classroom they are tools which aid in studying the nature of the earth. Maps must of necessity be unlike the earth. As maps are flat, they are unable to show the earth in its true shape, and as they are limited in size they are unable to show all those things which appear upon the face of the earth. For these reasons, a map may be divided for discussion into two parts as follows:

- 1) The data which the map presents.
- 2) How that data is presented on the map.

There is no limit to the nature of data which may be presented on a map. A map should not attempt to present so much data as to make its interpretation difficult. A map should limit itself to the minimum amount of material which is necessary for transmitting the ideas or information which the map is designed to show. Maps have been classi-

fied on the basis of the data which they present. The following classification is one which has been adapted from Charles C. Colby:

Maps Classified on the Basis of the Data Which They Present

I. Maps Showing Earth Features or Conditions

- A. Physical Maps
- B. Climatic and Meteorological Maps
- C. Native Vegetation Maps
- D. Geologic Maps
- E. Physiographic Diagrams

II. Maps Showing Human Features

- A. Population Maps
- B. Political Maps
- C. Commodity Maps
- D. Transportation Maps
- E. Land Use Maps
- F. Historical Maps

The above classification implies the many kinds of maps which may be drawn or purchased. An examination of the above list also implies many specific objectives which may be reached through map study. From this presentation may also be derived the first principle of map buying—the teacher should determine the objectives, both specific and general, which he wishes the students to reach by the study of maps. A teacher should purchase maps on the basis of and weight of the objectives which he desires the students to reach.

Globes are the only true representations of the earth. In their representation of the earth they present five earth properties all of which would be desirable in a map. The following is a brief summary of these properties:

1. *All globes present equal areas.* Globes present the same relative area no matter where the measurement is taken. Most geographers consider equal area maps as a must in the building of true conceptions about the nature of our world. A large portion of the maps which are now on the market are equal area maps.

2. *All globes are conformal.* The shape of a continent or an ocean on the globe conforms to the shape of that body on the earth. A map is said to be conformal when small land areas conform to the shape of that area on the earth. For this reason teachers should use caution when buying large area conformal maps.

3. & 4. *All globes show equal distances and true directions.* The scale on a globe is correct no matter where it is used, and a globe presents the correct relative position of points on the earth. These properties although important can only be approached in schoolroom map projections.

5. *Globes look like the earth.* A globe is round and a map is flat. As the earth is round and maps interpret the earth, there is obvious value in using maps which look like the earth. Flat world maps can be drawn which look like a round earth. These maps will, as when viewing a globe, show one hemisphere at a time and fail to present the traits already discussed. There are undoubtedly times when it is wise to use a map of this type.

Schoolroom maps do not show equal distances or true directions, but they may show any one of the other above listed properties. One should remember that although one property may be more important on a map than another, it is important that a map possess all properties to some degree.

From this discussion of map properties the second principle of map buying is evident. Since maps are tools which interpret the earth and since students should build correct interpretations of the earth through map study, *maps should be purchased which best present the true nature of the earth (because of the properties which they possess) in light of the objectives which they are aiding the student to reach.*

Each type of data which can be presented on a map has a method of presentation which is best suited to a special type of learning situation. There are different types of maps used in the classroom and these maps differ in the amount and type of data which they present.

Types of Maps Used in the Classroom

1. *Wall Maps.* Wall maps probably receive more use in the schoolroom than any other type map. They can present a vast multitude of types of material but as they can effectively present only material which is visible to all the students in a classroom, they are limited in the amount of these data which they can present. For this reason many teachers invest only in physical-political wall maps of the world and of continents, and depend upon desk maps for the presentation of other types of data.

2. *Desk Maps.* Maps which are used at the student's desk may be either of the outline, atlas, or textbook type. They should act as a supplement to wall maps and include in their interpretation more

material than a wall map can present. Atlases involve a considerable item of expense and their purchase is usually justified only when they will receive a considerable amount of use by the students.

This discussion of these two types of maps and the variety and amount of data which can be presented upon them points toward the third principle of map purchasing. After the teacher has decided, from the objectives toward which he is working, the types of data he wishes the map to show and has decided upon what projection these data should be shown, *he should select from the available maps the map which presents the data in the most suitable manner.* This means that the teacher must screen the maps which he is investigating by use of his knowledge of the learning processes of his students and from this screening select the map which is most suitable.

Map publishers employ educational specialists to aid in devising methods of presentation before maps are published and this gives the teacher a starting point for his investigation. A teacher may order maps from large map companies on a trial basis for critical examination.

An example of the type of thinking a teacher might do in selecting a map after he has decided upon the data he wishes shown and upon what projection and type of map he wishes these data shown, can be found in the problem—how should the map he wishes to use depict relief. The answer would, of course, lie in the development and objectives of his students. A pictorial representation would probably be best suited to indicate the third dimension to elementary students. A map depicting elevations with color or hachures might be acceptable for older students and a contour map is generally for mature students.

There are many helpful hints to map selection included in the catalogues of map publishers and in other literature about maps. Teachers should remember that maps are not to be used to aid the teacher in interpreting a subject but to aid the pupils in grasping an understanding of the subject.

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RUTH OVERTON ALSUP

Second Grade Teacher, Burton School, Davidson County, Tenn.

INTRODUCTION

Our Burton School library is limited both as to books to be read to children and easy books for children to read. We do have the advantage of our county library and I have always availed myself of that opportunity.

Taking this class (Literature for the Elementary School) has opened new doors to me and to the children that I teach. A systematized study of books and the able class discussions have been fruitful. I have enjoyed the class all the more because I've been able to share my findings with the children.

Near the beginning of the term I began selecting a book a day from the Peabody College children's literature room to read to my second grade. Soon the children were looking forward to this experience. I was greeted each morning with, "What did you bring today? Please, may I look at the book?" The children were soon bringing many of their own books to share with the group.

My card collection, one card for each book read, is divided into two groups: (1) books that I have read to the children and (2) books that I have annotated with the intention of using later. There are two cards on each book in the first group— one, an annotation; and another, a summary of the children's reaction to the book.

The report is divided into poetry, picture books, Bible stories, and fairy tales.

POETRY

ALDIS, DOROTHY

Here, There, and Everywhere; illustrated by Marjorie Flack. Putnam, 1928.

We have read some of these poems so often that many of the children know them from memory. Among these are: "My Nose," "Mary Ann's Luncheon," "A Loss," "The Dolly's Evening," "Asleep."

*A paper completed under the direction of Miss Ruby Ethel Cundiff who taught the course in Literature for the Elementary School.

Hop, Skip, and Jump; with drawings by Margaret Freeman. Minton, 1936.

I have read many of these poems to the children. Children love her spontaneous poems of child-like interest. They love to remember their own experiences as they hear similar ones in her poems. Usually there is a show of hands and such responses as, "That's the way I am."

BREWTON, JOHN E., COMP.

Under the Tent of the Sky; with drawings by Robert Lawson. Macmillan, 1937.

We have enjoyed many of these poems, but the following poems were especially nice:

"Excuse us, animals in the zoo"—Annette Wayne

"The Animal Store"—Eugene Field

"Shop Windows"—Rose Fyleman

"Stopping by the Woods"—Robert Frost

"The Mysterious Cat"—Vachel Lindsay

"Flies"—Dorothy Aldis

"I Wonder if the Lion Knows"—Annette Wayne

"Shell Castles"—Rowena B. Bennett

"The Brown Thrush"—Lucy Larcom

"For Christmas"—Dorothy Aldis

"Santa Claus and the Mouse"—Emilie Poulsson

"A Thanksgiving Fable"—Oliver Herford

"This Wonderful Meadow"—Oliver Wadsworth

FIELD, EUGENE

Favorite Poems; illustrated by Malthe Lasselriis. Grosset, 1940.

A child brought this book to school and asked that we read "The Duel." Among some of the other poems we read were the "Sugar Plum Tree," "Seeing Things," and "Little Boy Blue." After "Little Boy Blue" had been read aloud, one of the children asked, "What did become of Little Boy Blue?" Another answered promptly, "He went to sleep."

FROST, FRANCES MARY

Christmas in the Woods; with drawings by Aldren A. Waston. Harper, 1943.

"They are just like pictures on Christmas cards." The children liked the snowy wintry scenes. Their good attention was evidence that they liked the poem, too.

MOORE, CLEMENT CLARKE

The Night before Christmas; pictures by Jessie Wilcox Smith. Houghton, 1912.

Of course, the children enjoyed the poem. It was familiar to all of them. Many knew parts of the poem from memory and two children knew all of it. They enjoyed the pictures from a distance, but that was not enough. Each child wanted to hold the book in his own hands and look at the pictures. On the following day, a child brought her own copy of the Everett Shinn edition.

STEVENSON, ROBERT LOUIS

A Child's Garden of Verses; illustrated by Myrtle Sheldon. M. A. Donohue, n.d.

Children liked these simple verses. Several children brought their own copies and we looked at the different pictures of "The Swing." Most of the children know that from memory.

THOMPSON, BLANCHE JENNINGS

More Silver Pennies; illustrated by Pelagie Doane. Macmillan, 1945.

We have read many of the poems in the first section. I have found the note preceding each poem helpful in preparing the children for the poem.

MOTHER GOOSE

MOTHER GOOSE

The Real Mother Goose. Rand, 1916.

Children enjoy looking at this book. Many of the rhymes are so familiar that they have no trouble reading them themselves. However, they enjoy hearing the rhymes read.

MOTHER GOOSE

The Tall Book of Mother Goose; pictured by Feodor Rojankovsky. Harper, 1942.

There are several personal copies of this in our room. The children, rather than I, usually read from this book. They know many of the rhymes from memory.

PICTURE BOOKS

ANDERSON, C. W.

Blaze and the Gypsies. Macmillan, 1943.

The children enjoyed *Billy and Blaze* and I felt sure they would like *Blaze and the Gypsies*. The large black and white illustrations and the fast moving story held them spellbound. The suspense and

excitement kept them on edges of their seats. They were so relieved when Blaze got home again. There were such comments as, "I knew he would get away. Ponies are smart. My pony would have come home. Read it again. Please, may I look at the book?"

ANDERSON, C. W.

Billy and Blaze. Macmillan, 1944.

The children were fascinated by this story. Many of them have ponies of their own and they know just how Billy felt.

BANNERMAN, HELEN

Sambo and the Twins, a new adventure of Little Black Sambo. Stokes, 1936.

They loved it, and they also liked the illustrations. That it made an impression is evidenced by the fact that during the free periods, the children drew many pictures illustrating the story.

BRADBURY, BIANCO

Muggins; with pictures by Diana Thorne. Houghton, 1944.

The children particularly enjoyed the lovely realistic pictures. They liked to compare Muggins with their own kittens. The girls enjoyed this story more than the boys.

BROWN, MARGARET WISE

Night and Day; pictures by Leonard Weisgard. Harper, 1942.

Children found the pictures clever and amusing. They liked especially the pictures of the night and the black kitty. This story was read a day or two before Halloween. One child said, "That's a good story." Some other comments were: "I've heard noises like that at night. I'm not afraid of the dark. It's silly to be afraid of the night. When I was little, I was afraid. My little brother is afraid. I'm not."

BUFF, MARY AND CONRAD

Dash and Dart; illustrated by Conrad Buff. Viking, 1942.

This book was selected at this particular time because of an interest in deer brought about through pictures brought to school by a little girl whose father had been deer hunting. Too, the Christmas season was approaching. All of the children were fascinated by the lovely pictures. Many enjoyed the rhythm and they were interested in the information about the habits of the deer. The children who had been read to most, enjoyed the story. Some were not ready for it.

BURTON, VIRGINIA LEE

The Little House. Houghton, 1942.

Most of the children were familiar with this story since it had been read to them in the first grade. They wanted it again and marveled at the pictures. Questions were asked about the skyscrapers and subways. Several children who had been to New York City had a great satisfaction in explaining to others just what they were and how they looked. Many children drew pictures of the little house in the different periods of its life, in the different seasons and at daytime and nighttime. It was one of the most enjoyed of all the books.

CARROLL, RUTH

Chessie. Messner, 1936.

Children think this is a very funny story. The negro porter tickles them. They laugh at the tricks of the kitty and at the man who is so fat he can't tie his shoestrings. The ending is happy. Children say "Please read it again."

DAUGHERTY, JAMES

Andy and the Lion. Viking, 1938.

They liked it immensely. A little Jewish boy couldn't restrain himself. He asked "Is it really true?" Still another, "He was dreaming." And another, "He read it in a book." All agreed it was a good story, "Read it again." "Please may I see the book in my hands?"

DENNIS, WASLEY

Flip. Hale, 1941.

"Read about the horse with wings." Several children had looked at the book. The lively story thrilled them, but the pictures were the main attraction.

FISH, HELEN DEAN

When the Root Children Wake Up; illustrated by Sibylle V. Olfers. Stokes, 1941.

We had been reading in science and our weekly reader about getting ready for winter. How the root children get ready for winter tied in so nicely with this study. Children enjoyed the pictures. They liked to identify the different flowers.

FLACK, MARJORIE

Walter, the Lazy Mouse. Doubleday, 1937.

They think it is the funniest story they ever heard. "Read another

chapter." "Read at recess today." They wouldn't let me rest until the book was finished. They liked the pictures, too. For several days the book was seldom on the shelf. Someone was always looking at it.

GAG, WANDA

Millions of Cats. Cowards, 1928.

Children say it is the best story yet. They like the clever pictures and they like the repetition. They are soon repeating with the reader, "Millions and billions, and trillions of cats."

HOKE, HELEN

Major and the Kitten; pictures by Diana Thorne. Holt. 1941.

A child who had enjoyed *Major and Kitten* brought the book to school. The children thought the pictures were lovely and asked for the story. Some enjoyed it, while others lost interest. I believe third grade children would enjoy it more.

LATHROP, DOROTHY P.

Bouncing Betsy. Macmillan, 1936.

Best of all, the children liked the pictures. They did not seem more than mildly interested in the story. They thought the best part of the story was when the lamb met the fox and the lion.

LEAF, MUNRO

Story of Ferdinand; illustrated by Robert Lawson. Viking, 1936.

A great favorite. They all but fell out of their seats laughing. The funniest parts were when Ferdinand sat on the bumblebee and when he preferred smelling flowers to fighting. For several days it was difficult to interest them in a new story. They wanted Ferdinand again.

LEAF, MUNRO

The Story of Simpson and Sampson; illustrated by Robert Lawson. 1941.

Children liked the cartoon-like pictures. Parts of the story were very amusing. The boys especially liked the duel and the armored suits.

McCLOSKEY, ROBERT

Make Way for Ducklings. Viking, 1941.

The children loved this story and all heads were turned to better see the pictures. They became very excited when we came to the part where Mrs. Mallard and her ducklings waddled through the city streets stopping the traffic. When the story was over, all hands went up with requests to see the book.

NEWBERRY, CLARE TURLEY

April's Kittens. Harper, 1940.

The children were spellbound all through the story. There was a show of relief when April's father decided April might keep her cat as well as her kitten. Many children wanted to tell of their own experiences with their kittens. All of them wanted to examine the pictures. Little Barbara expressed the feeling of the group when she said, "Let me feel the pictures with my hands."

NEWBERRY, CLARE TURLEY

Babette. Harper, 1937.

As with all her books, the children were thrilled with the pictures. They always like a good kitten story, but somehow they listened with special interest to this one. They said the best part of all was Chatty's nice Christmas surprise.

NEWBERRY, CLARE TURLEY

Herbert, the Lion. Harper, 1939.

They loved it. One child said, "It's better than Andy, the Lion." Another answered, "I reckon so, Andy was just a dream. Herbert is real." The pictures fascinated them. Days later when a first-grade teacher asked if we had a good book that she might read to her children, one child said, "Herbert, the Lion is the best book to read." The others agreed.

NEWBERRY, CLARE TURLEY

Marshmallow. Harper, 1942.

The pictures were the main attraction. They enjoyed the story, too, especially the suspense when the cat was about to catch the rabbit. They liked the tricks the rabbit played, because they had seen pet rabbits do the same tumbling and jumping tricks. "Oh, let me see the book. I wish my little brother could see it."

ROBINSON, W. W.

At the Zoo; illustrated by Irene Robinson. Macmillan, 1940.

We first looked at the pictures and I told them we would read about the animals they wanted most to hear about. However, they wouldn't rest until they had heard the story about each of the animals. Some of the children had recently been to a circus and had seen many of the animals.

SEUSS, DR.

The 500 Hats of Bartholomew Cubbins. Vanguard, 1938.

Children find the story and pictures very amusing. Best of all, they like the pictures. Bartholomew had a tall, pointed red hat. He tried to take his hat off for the King, but each time another tall, pointed red hat appeared on his head. Just as we finished reading the story, a mother came for her child. Before I saw her the children looked toward the door and laughed. I looked and sure enough there she stood wearing a tall red hat with a feather just like Bartholomew's.

THOMAS, DOROTHY

Hi-po, the Hippo; lithographs by Ruth Gannett. Random, 1942.

"The hippo man is funny. Oh! look at the baby hi-po in the basket." They laughed and laughed at the pictures, and they thought the story was a fine one. Resentment ran high against Mr. Hi-po because he didn't want the baby. "He is a bad Hi-po. Why doesn't he want the baby? I hope the policeman gets him." The ending was satisfactory. "Please, may I see the pictures at our table?"

THORNE, DIANA

Dog; painting and stories. Saalfeld, 1932.

Children were fascinated with the pictures. They enjoyed looking at the pictures and naming the kind of dog before we read the story. Of course, each child that had a dog wanted to tell a story about his dog—the most wonderful dog of all.

THURBER, JAMES

Many Moons; illustrated by Louis Slobodkin. Harcourt, 1943.

The children had heard this story in the first grade, but they wanted it again. They liked the different stories about what the moon was made of, and how far away it was. Best of all, they liked the pictures and to know that the little princess was well again.

THOMPSON, DOROTHY

Once on Christmas; illustrated by Lois Lenski. Oxford, 1938.

The children liked the description of preparations for Christmas—also the detailed descriptions of clothes that little girls wore in mother's day. "Read again what all she wore. You know she didn't wear that many clothes. I bet it took her a long time to dress. We string popcorn for our tree."

BIBLE

BIBLE. N. T.

Christ Child; as told by Matthew and Luke, made by Maud and Miska Petersham. Garden City, 1931.

We are using this to tell the Christmas story. The children think the pictures lovely and they love to hear over and over again the story of the Christ Child.

BIBLE

The Lord's Prayer; pictured by Ingri and Edgar Parin D'Aulaire. Doubleday, 1934.

Children liked the beautiful illustrations. The illustrations and prayer inspire a feeling of reverence.

FAIRY STORIES

ANDERSEN, HANS CHRISTIAN

The Real Princess; illustration by Hedvig Collin. Whitman, 1932.

They liked it, and thought the pictures were nice. One child said, "She looks like a real princess." Another, "She is a princess. The story said she was." When the story was finished, all hands were raised with requests to see the book.

DICKENS, CHARLES

The Magic Fishbone; illustrated by F. D. Bedford. Warne, 1868.

The girls enjoyed this story very much. Most of the boys were restless. One little boy expressed (I think) the feelings of most of them, "I'd rather hear a story about giants."

GRIMM, JACOB AND WILHELM

Grimm's Fairy Tales; with many illustrations and decorations by Louis Rhead. Harper, 1917.

Of all the stories, Grimm's tales were the most asked for. I believe they liked "Snow White" best of all.

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RELIGION IN LIBERAL EDUCATION

E. G. ROGERS

Professor of English, Tennessee Wesleyan College

"What do you and I know concerning the great religions of the world—what they teach about human relations and the most sacred duties of the individual? History shows us all too clearly that the religions of the world clash sharply and often divide men from one another."¹ Since religion helps to liberalize education, in the truest sense, this division would not result as a part of the completed process done by efficient teachers properly trained. We have regimented education and isolated religion until we sometimes fail to realize just how both can be part of the same means to an end—a student made happy because he is freed from the shackles of bigotry. "In our public school system . . . we are afraid to include any but the scantiest treatment of religion for fear of arousing sectarian differences and the feelings of nonreligious individuals."²

Liberal in its original sense meant to free the mind and spirit of the individual by unifying all aims and purposes of education into one principal objective which included religion as a necessary and integral part. "Thus is that form of universal Knowledge set up in the individual intellect, and constitutes its perfection . . . It makes everything lead in some sort to everything else; it would communicate the image of the whole to every separate portion, till that whole becomes in imagination like the spirit, everywhere penetrating its component parts and giving them one definite meaning."³

Repeatedly have our great leaders reminded us how ethical and moral values of religion are an essential part of the training for successful and happy living. "Whatever may be conceded to be the influence of refined education on the minds of peculiar structure reason and experience both forbid us to expect that National Morality can prevail in exclusion of religious principle."⁴ The whole bent of man's disposition and purpose to succeed makes religion and morality an indispensable support.⁵

Granting that religious training is essential to a liberal education, what are some of the problems and possibilities of its attainment? "I

¹ George F. Zook, "Education and World Peace," *Peabody Reflector*, Jan. 19, 1947, 5-6.

² *Ibid.*

³ Henry Cardinal Newman, *Idea of A University*.

⁴ George Washington, *The Farewell Address*.

⁵ *Ibid.*

know of no safe depository of the ultimate power of society but the people themselves; and if we are to exercise their control with a wholesome direction, the remedy is not to take from them but to inform their discretion by education."⁶ Even our democratic tradition as originally accorded to Jefferson had to accede to the criterion of time.

"Others in their zeal to perpetuate the essence of the democratic tradition suggest that we teach so liberally, so tolerantly, that our pupils would quietly and rationally ease themselves into the stream of democratic thinking and living. So apparently true, yet so dangerously false! . . . But the touchstone theory of teaching democracy, the contagion theory of education, offered precious little hope for a world that was trying to be born."⁷ As a result of such birth pains we have forgotten the ceremonies of the christening. Where the fundamentals of Christianity fail to function, men find it necessary to invent a sort of talisman of their own choosing as a fetish against disaster until their formalistic and ritualistic worship become a sort of mockery in the sight of God. Emerson need again be seeking his Plato while responsible leadership teach some pertinent truths about life because they are truths fundamental to successful living in a world society.

"Unless the human heart can cleanse itself faster than the laboratory can manufacture its hell-fire, it is now too late . . . Since, with God all things are possible, poets and readers in unison may still work their own miracle by which the human heart may yet so enlarge that it outweigh the atomic bomb."⁸

Life is so complex in our own day that we cannot longer departmentalize our living and say that a man should live in this area or that; but all are somehow so interlaced, however, that the well-rounded life is dependent upon them all. Truth must be built within the realms of life, and life must take its meaning from the ideals of truth. "When the poet promulgates the sensuous pleasure he is no less moral than when he paints high hope of Heaven, or reveals the truth of tragedy. To be on the side of life is to be moral."⁹

In the fields of science and economics as relates to the world of gadgets, warfare, and easier methods of mechanical living, we have not lacked for leadership; but unless we apply the principles of economics more to the problem of living together as neighbors and more of religion to the whole area of our living together in this period of the most scientific age that the world has known, it may become a

⁶ Thomas Jefferson, *Letter* (1820).

⁷ Mentor L. Williams, "On Teaching Our Democratic Heritage," *College English*, Jan. 1947, 187.

⁸ Oscar Williams, "Introduction," *A Little Treasury of Modern Poetry*, N. Y., Charles Scribners Sons, 1946, 44.

⁹ Williams, *Op. cit.* 32

realization too soon of "Too little, too late"¹⁰ where time no longer works for peace, but works against peace."¹¹ There are still the voices of "the passionate few"¹² who must be heard in matters of the spirit and of religion. These ethical and moral values must reach upon our every relationship in such a way as to become a part of the concept of our social and economic mores. "The salvation of the modern world," says one writer, "depends upon the mutual understanding and reaction upon each other of business and the church. Unless business discovers and holds steadily before its eyes a spiritual ideal, unless it thinks more and more in terms of human service, then the net results of increasing efficiency will be envy, covetousness, and discontent."¹³

If the world's hair has turned prematurely white, there must yet be more than a feeling that the stage belongs altogether and only to the rising generations. More of the courage of Ulysses is needed to sail the well-known seas. "The true evil is not the weakening of the body but the weakening of the soul."¹⁴ This moral worth can be little or great; it can be what the individual himself wishes to make it. Socrates may indeed need to cross the Delaware, but his going back to the sources of learning which inspired the great philosophies of the past will not necessarily ensure the spark of divine learning which may now lie dormant at its source.¹⁵ A trained and inspired leadership alone can furnish the necessary guidance.

This problem of religious guidance and leadership was once easier than it now is. Whereas "it was the boast of the philosophic statesmen of Athens that his country achieved by the mere force of Nature and the love of the noble and great what other people aimed at by laborious discipline,"¹⁶ "American unity has, in a sense, decreased as the original thirteen states have been diluted by non-Protestant and non-Christian elements."¹⁷ America has long lured the peoples of the world with its glowing ideals but has gradually allowed other forces to take over those ideals. This has too dangerously become a sort of flag-waving with us as was true so recently where Socialism, Fascism, and Nazism became a substitute for religion.

¹⁰ Frank W. Hubbard, "The Continuing Crisis in Education: 1946-47," *The Peabody Reflector*, January, 1947.

¹¹ Cousins, *Op. Cit.* 41.

¹² Arnold Bennett, *Why a Classic Is a Classic*.

¹³ Bruce Barton, *What Can A Man Believe*, Indianapolis, The Bobbs-Merrill Co., 1927, 187.

¹⁴ Audre Maurois, *The Art of Living*, New York, Harper and Bros., 1940, 259.

¹⁵ Milton S. Mayer, "Socrates Crosses the Delaware," *Harpers Magazine*, June, 1929.

¹⁶ John Henry Newman, from *Athens And Her University*.

¹⁷ D. W. Brogan, *The American Character*, New York, Alfred A. Knopf, 1944, 99.

Where words come out from the depths of truth;
 Where tireless striving stretches its arms toward perfection;
 Where the clear stream of reason has not lost its way—
 Into that haven of freedom, my Father, let my country awake.¹⁸

If a disease of "paranoia"¹⁹ leads nations ultimately through suspicion, egotism, envy, and jealousy, desire to dominate, irrationality, a persecution complex, megalomania (idea of destiny), and delusions of grandeur, then the only possible remedy is one of the re-education to new loyalties which will somehow take in the working principles of Deistic faith and trust. "If one nation for the moment forgets our common humanity and its future, then another must take over that sacred charge and guard it without hatred or fear until the madness is passed."²⁰ May this be our task now, and may we face it with all the force of courage but without any of the stimulant of hate.

Our problems at times have portentous implications, but "Had we no God to whom to turn for comfort and consolation, to whom to tell the unfulfilled wishes and ambitions, to whom to pray for fortitude to suffer and strength to forbear, the task would be too great for us."²¹ The seemingly indifferent "attitude of parents is attributable to the general merits of America," says Bertrand Russell, "that of the children is very largely determined by their school attitude."²²

Education, we believe, is the key to the new world situation. Long ago Francis Bacon realized that if men would apply only a small portion of talent, time, and fortune then given to matters and studies of far inferior importance and value, to sound and solid learning, it would be sufficient to overcome every difficulty.²³

This sort of Christian spirit would primarily need to come first into the home, but now it may have to reach the home by way of the school if we start again in time, admitting essentially that something fundamental has gone out of the home in American life which can be recaptured only through inspired and trained leaders and teachers. And this new spirit of leadership must now emanate from training institutions where spiritual values are emphasized and where moral and ethical concepts are practiced. Only then shall we conceive of God as the Father of mankind carrying in his heart the needs of all men. "Properly guided, this assumption grows stronger as the child grows up. The family life, the community, the state, and finally the world out-

¹⁸ Rabindranath Tagore, "Gitanjali," (1912)

¹⁹ Urleam S. Sadler, *Prescription for Peace*, Chicago, Wilcox and Follett Co., 1944, Chap. 2.

²⁰ A. Clutton-Brock, "Sunday Before the War," *Selected Modern Essays*, New York, Oxford University Press, 1937, 257.

²¹ C. E. M. Joad, "The Origin and Evolution of Religion," in *A Modern Reader*, Lippman and Nevins, N. Y., D. C. Heath and Co., 1936, 389-390.

²² Bertrand Russell, "What Shall We Educate For?" Lippman, etc., *Op. cit.*, 477.

²³ Francis Bacon, *Novum Organum* (1620).

look are built around this great religious concept."²⁴ Even our failure to assist the veteran in the proper finding of and solution to his problems may cause us "to pay for all our heartlessness in a thousand different ways."²⁵ This we must do something about, now. And what we do about it matters much.

And to those who say that we are a great religious nation, let us reply that historically, potentially, and fundamentally we are great; but emotionally and spiritually in the realms of real influence there is a dearth, and we again need to start from scratch. In classical lore "When Beatrice answers the Prince, regarding his birth," and says, "No, sure my Lord, my mother cried, but there was a star danced, and under that star I was born,"²⁶ we somehow recognize here the voice of love as the voice of God. In the thick gloom that sometimes settles over us we need a light which is strong enough to cheer us as well as to guide us. H. G. Wells voiced the opinion²⁷ that it would require only an active and interested minority of mankind to bring about a great politico-religious drive for social and world unity. It may be too true that we have listened too much to the dead voices of the living instead of to the living voices of the dead.²⁸

Many of our church schools and colleges today are stepping to the forefront in setting the pace in both concept and principle of how this enormous responsibility is to be assumed and achieved. The merits of final accomplishment await proper evaluation, but the daily rounds of all our efforts give constant and renewed zest to the task. In the ever-continuing renewal of this achievement lies the hope of happiness, solace, and security in each of our tomorrows. George F. Zook²⁹ voices our most comprehensive outlook in stating "that as educators and even as professing followers of religion we may magnify and emphasize as necessary to our very existence . . . peace as a great national and international objective to be taught and taught in our schools and colleges; and that we who are responsible for what is taught and learned in the schools and colleges may be willing to make those personal and professional sacrifices which are necessary to equip ourselves to carry on the necessary program in every classroom throughout the educational system of this country." In the attainment of this end he declares "We shall succeed or we shall perish."

²⁴ C. A. Bowen, "Editorial," *The Christian Home*, Jan. 1947, 1.

²⁵ Willard Waller, *The Veteran Comes Back*, New York, The Dryden Press, 1944, 304.

²⁶ J. Middleton Murry, "Shakespeare and Love," *Selected Modern English Essays*, New York, Oxford Univ. Press, 1931, 400.

²⁷ H. G. Wells, "Democracy Under Revision," Lippman, etc., *Op. Cit.*, 11.

²⁸ Edwin Mims, *Great Writers and Interpreters of Religion*, Abingdon-Cokesbury Press, 14.

²⁹ George F. Zook, "Education and World Peace," *Peabody Reflector*, Jan. 1947, 6.

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THIRTEENTH ANNUAL TEACHER PLACEMENT SURVEY NATIONAL INSTITUTIONAL TEACHER PLACEMENT ASSOCIATION

E. W. GOETCH
Director of Teacher Placement
Iowa State Teachers College

The critical teacher shortage in the nation's elementary schools will continue for at least two more years while shortages of high school teachers for the 1947-1948 school year will largely be localized in such areas as agriculture, home economics, industrial arts, music, and physical education for girls. These facts were revealed from data received from two hundred institutions which devote part or all of their functions to the training of public school teachers. A large percentage of these institutions will have more graduates available for 1947-1948 teaching positions than were available in 1946. The supply, however, will not be sufficient to meet the nation's needs in the teaching areas where shortages have been critical the past two or three years. Thousands of G. I. wives who were teaching the past several years are no longer available as well as other emergency teachers who because of age or inadequate training can no longer be made available for these critical teaching areas.

During the war it was generally predicted that many of the G. I.'s who were preparing for teaching before they entered service would not, upon their return, continue their teacher training courses. A surprisingly large number of G. I.'s are completing these training courses and are decidedly interested in obtaining teaching positions for the 1947-1948 school year. The need for men teachers in such fields as physical education, coaching, social science, mathematics and science should not be critical for the coming year. In addition to the critical need for men teachers of agriculture and industrial arts there is a critical shortage of men for elementary and junior high teaching and for elementary administrative positions.

Never in recent history of school finance have so many employing school officials and school boards been so busy in formulating more inviting salary schedules for the 1947-1948 school year than at present. A large number of towns and cities located in the Eastern, East Central, West Central, and Pacific Coast States have fixed mini-

imum salaries for inexperienced teachers with four years of training at \$2200 to \$2400. Experienced teachers with four years of training will receive more. A number of the larger communities in these areas have adopted single salary schedules with maximums that go pretty close to the \$3600, \$4000 and even \$5000 marks. Teachers in highly specialized fields and administrators will receive more than the regular classroom or grade teachers. Salaries for teachers throughout the nation for the 1947-1948 school year will show an average increase of 10 per cent to 25 per cent over present salaries.

With few exceptions the nation's colleges and universities have attained capacity enrollments. Because of these high enrollments in our teacher education institutions and because of present day salaries and future possibilities for higher salaries and more inviting tenure and retirement programs and because of a change of attitude toward a more highly recognized and highly respected teaching profession more promising young men and young women are becoming interested in preparing themselves for a teaching career. This new interest in teaching, together with the fine teacher recruitment programs which are being effectively and efficiently carried on by many of our teacher training institutions, by state departments of education, by state education associations, and by the many lay organizations are certain to result in an increased teacher supply and a more stabilizing teaching profession.

In obtaining data for the Thirteenth National Institutional Teacher Placement Survey four hundred and twenty-five institutions which train students for public school teaching were contacted by means of the questionnaire method. Of this number two hundred and twenty-five replied to the questionnaire. Two hundred of these institutions supplied all of the data which were called for in the questionnaire. The survey is based upon the information obtained from these two hundred institutions. The two hundred institutions are represented by sixty-five state teachers colleges, one hundred and eleven colleges, and twenty-four state universities. Forty-four of the forty-eight states are represented in the survey. The questionnaire which was used in this survey was concerned with the number of placements of trainees available for teaching positions for the 1946-1947 school year and who were graduated from the various teacher education institutions during the 1945-1946 college year. Each institution was requested to report on its total enrollment for the 1945-1946 college year, including the summer school enrollment for 1946. Institutions also reported on the total number of students who were taking elementary and secondary courses and who were preparing for teaching. The various teacher training

institutions contacted supplied additional data as to the fields of the greatest teacher shortages, the subject combinations most in demand, the approximate percentage of increase in teachers' salaries for 1946-1947 over 1945-1946, the approximate percentage of increase in teachers' salaries for the 1946-1947 school year as compared with teachers' salaries for the 1940-1941 school year. The institutions also supplied data on percentage of increase of the 1947 graduates who will become available for 1947-1948 teaching positions as compared with the number of the 1946 graduates who became available for 1946-1947 teaching positions.

The sixty-five state teachers colleges represent a student enrollment of 77,179. Of this number 33,530 were enrolled in teacher training courses; 14,308 were preparing to become elementary teachers and 19,222 were interested in secondary teaching. The one hundred thirty-five colleges and universities represented an enrollment of 405,657. Of this number 5,316 were interested in becoming elementary teachers and 14,668 were taking courses for secondary teachers. During the 1945-1946 academic year the sixty-five teachers colleges had 9000 more students enrolled for elementary teaching than did the colleges and universities and 4500 more students pursuing secondary courses for teachers than did the colleges and universities. In 1946 the sixty-five teachers colleges graduated 3204 elementary teachers and 3271 secondary teachers and placed 89 per cent of the elementary trainees into teaching positions for the 1946-1947 school year. These teachers colleges also placed 82 per cent of its secondary trainees into teaching positions for the 1946-47 school year. Eighty-three of the trainees accepted supervisory or administrative positions. The one hundred and thirty-five colleges and universities graduated 1399 elementary teachers and 4909 secondary teachers and placed 93 per cent of the elementary trainees into teaching positions for the 1946-1947 school year. These same colleges and universities placed 4121 or 84 per cent of its secondary trainees into teaching positions. Of this number 135 trainees accepted supervisory or administrative positions.

All of the two hundred institutions represented in this survey reported teacher shortages in certain teaching areas or teaching fields. These shortages existed in the following fields as well as on various teaching levels: Agriculture, art, elementary, home economics, industrial arts, junior high, music (both vocal and Instrumental), physical education for girls, and in the one room rural schools. The rural teacher shortage was greatest in the West Central States such as Illinois, Iowa, Kansas, Minnesota, Missouri, Nebraska, and Wisconsin. The least teacher shortages existed in such teaching areas as English, foreign

languages, history, physical education for boys, social science and administrative positions. The teaching combinations most in demand were as follows: Industrial arts-coaching; mathematics-science; music-English; English-history; science-mathematics-coaching; English-speech; English-library; home economics-commercial; home economics-English; English-social science; and music-art.

All of the forty-four states represented in this study increased the salaries of teachers for the 1946-1947 school year over the salaries which were paid teachers for the 1945-1946 school year. These increases varied by states as well as by areas within the states. The salary increases ranged from 10 per cent to 50 per cent with an average increase of 20 per cent. The salary increase for elementary teachers was greater than it was for secondary teachers. Increases for 1947 over 1946 were greatest in the New England area represented by the states of Connecticut, Massachusetts, New Hampshire, and Maine, and in the West Central area represented by Illinois, Iowa, Kansas, Missouri, Nebraska and Wisconsin. All of the states reporting revealed substantial increases of salaries for 1946-1947 as compared with teachers salaries in 1940-1941. Salaries during this period showed a range of increase from 20 per cent to 100 per cent with an average increase of approximately 50 per cent. The largest increase of teachers' salaries during this six-year period was in the Southern States area represented by Oklahoma, Texas, and New Mexico, and in some of the West Central States represented by Illinois, Iowa, Minnesota, Missouri, Kansas, and Wisconsin. Other states in which teachers' salaries were increased more than 50 per cent over the six-year period are Pennsylvania, Kentucky, Oklahoma, Colorado, Michigan, California, and Oregon.

Eighteen of the sixty-five teachers colleges will have from 10 per cent to 30 per cent more graduates available for 1947-1948 elementary teaching positions than a year ago and thirty-three of the teachers colleges will have from 15 per cent to 75 per cent more graduates available for secondary teaching positions for the 1947-1948 school year than were available a year ago. On the other hand fifteen of the sixty-five teachers colleges will have from 10 per cent to 75 per cent fewer elementary graduates available for 1947-1948 teaching positions than were available a year ago. Only three of the sixty-five teachers colleges will have fewer secondary graduates available for 1947-1948 teaching positions than were available a year ago.

Thirty-four of the one hundred and thirty-five colleges and universities will have from 10 per cent to 75 per cent more graduates available for elementary teaching positions for the 1947-1948 school year than were available for the 1946-1947 school year. Seventy-five of the

one hundred and thirty-five colleges and universities will have from 10 per cent to 100 per cent more secondary graduates available for 1947-1948 teaching positions than were available for teaching one year ago. Only five of the colleges and universities reported that they would have fewer graduates available for secondary teaching positions.

ERRATA

By a regrettable inadvertence in preparation of copy and printing Table I in the article "A Comparative Study of the Intelligence of Children from Private Homes and of Those from an Institutional Home," by Florence Martin, appeared in the January issue of the Journal in a grotesquely scrambled form. It is presented below as it should have appeared originally.

CHRONOLOGICAL AGE, MENTAL AGE, AND I. Q. FOR ALL GRADES

Grade	Family			Home		
	C.A.	M.A.	I.Q.	C.A.	M.A.	I.Q.
VI	12- 6	11- 1	90	13-11	10-11	79
V	11-11	10-10	94	12-10	10- 4	82
IV	11- 3	9- 8	86	12- 1	8-11	74
III	8-11	8- 5	94	11- 5	8- 4	74
II	7-11	7- 2	90	9- 5	7- 5	79
I	7- 1	6- 1	91	8- 4	6- 2	74
Kin.	5- 6	5- 0	98	7- 2	4- 2	58
U. C.	10- 6	7- 3	71	10 -6	6-11	67
Mean	9- 5	8- 2	89	10- 9	7-11	73

Standard Deviation for I.Q.

"Family" ± 8.98
"Home" ± 2.85

Difference of mean I.Q. in favor of "Family" 16
Probable error of difference of means 0.7

How many of these 20 basic skills have your pupils mastered?

- | | |
|--|--|
| <input type="checkbox"/> How to Use Parliamentary Procedure | <input type="checkbox"/> How to Use the <i>World Almanac</i> |
| <input type="checkbox"/> How to Understand Social-Studies Reading | <input type="checkbox"/> How to Locate References on a Topic |
| <input type="checkbox"/> How to Use ■■ Encyclopedia | <input type="checkbox"/> How to Read ■ Graph |
| <input type="checkbox"/> How to Make ■■ Honest Report | <input type="checkbox"/> How to Read Percentages, Estimates, and Figures |
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PEABODY BIMONTHLY BOOKNOTES

Selected Professional and Cultural Books for a Teacher's Library

March 1947

Booknotes Committee: Ruby Cundiff, Susan B. Riley, Norman Frost, Chairman.

Secretary to the Committee: Martha Dorris.

Annotators for this issue: Jack Allen, A. E. Anderson, O. C. Ault, C. P. Bailey, Roy P. Basler, Ralph F. Berdie, H. C. Brearley, Beatrice M. Clutch, A. L. Crabb, Leonidas W. Crawford, Ruby E. Cundiff, Norman Frost, Harrell E. Garrison, Ruth Gillespie, Elizabeth S. Greer, Henry Harap, Julia Hodgson, Ruth Hoffman, A. M. Holladay, Walter Ihrke, K. P. Kidd, J. H. Lancaster, W. D. McClurkin, F. W. Mattox, Gean W. Morgan, Mamie L. Newman, Louis Nicholas, O. C. Peery, Katherine Reed, Susan B. Riley, Joseph Roemer, J. B. Sanders, Milton L. Shane, Mildred Shapard, Jesse M. Shaver, Eliza J. Smith, S. L. Smith, Grace Sobotka, Edwin E. Stein, Madge P. Stoner, J. B. White, Mary P. Wilson, F. P. Wirth, Theodore Woodward, F. L. Wren.

Arts

BLACK, MARY E. *Key to Weaving*. Bruce Publishing Co., c1945. 312p. \$5.00.

One of the best weaving books on the market for the beginning weaver. There are good chapters on the loom, preparation of the warp, and general information on weaving. There are practical suggestions and warnings needed by all weavers. The illustrations of photographed woven bits and the many drafts make the book quite valuable.

CHASE, GILBERT, ed. *Music in Radio Broadcasting*. McGraw-Hill Book Co., 1946. 152p. \$1.75. (NBC-Columbia University Broadcasting Series).

Certainly a worth-while book for anyone interested in almost any phase of music in radio broadcasting. There is a wealth of information given by ten men who have had practical experience in the work they have written about. The contributors to the books are: Chetzinoff, La Prade, Dunham, Mamorsky, Black, Bennett, Hall, Chase, Belvin, and Graf.

DEWICK, ERNEST S., AND COOPER, JOHN H. *Plastic Craft*. Macmillan Co., 1945. 184p. \$5.00.

A book we have been wanting for use in our craft classes. It is well planned and beautifully illustrated with photographs and drawings. The clear concise directions for working in plastics are excellent. It is a "book of tomorrow" in our hands today.

Dramas: *Stardust; The Innocent Voyage; Apple of His Eye; A Date With Judy; Alice in Wonderland; Pinocchio; The Princess and Swineherd; Who Will Remember? Our Hearts*

Were Young and Gay. Dramatic Publishing Co., c1946. 75c ea.

The plays examined are well-suited for dramatic club production.

GEISSMAR, BERTA. *Two Worlds of Music*. Creative Age Press, c1946. 327p. \$3.00.

Interesting information concerning the state of music in Europe during the Nazi regime. Aside from a number of isolated anecdotes concerning Furtwangler and Bucham, the book has little of value for even a musician. The infinite details of orchestral management are boring and make the book ponderous.

GRAF, MAX. *Modern Music*. Philosophical Library, c1946. 320p. \$3.00.

An excellent account of the forces behind the musical styles of our greatest composers of the past seventy-five years. The reader does not have to agree entirely with all of Mr. Graf's opinions to find each chapter thought provoking and informative. The author makes a point of discussing the social, political, and economic aspect of life in relation to "modern music." An excellent work for those seriously interested in the subject.

GRONEMAN, CHRIS H. *General Book-binding*. McKnight and McKnight, c1946. 64p. \$1.00.

A well illustrated handbook on book-binding and its required tools. Directions are clearly given for the beginner and a bibliography for more advanced knowledge included.

HOGBOOM, AMY. *Familiar Animals*. Vanguard Press, c1946. 39p. \$1.25.

This combination "picture book and drawing book" is excellent as a picture book, but poor as a drawing book since it leads to copying "step-by-step line drawings."

ICKIS, M. *Working in Leather*. House of Little Books, c1945. 45p. \$1.00.

A good book for the essential high points of leatherwork. In a few words and with good illustrations, much is given.

JACOBSON, CHARLOTTE. "First-joiner" Crafts. Manual Arts Press, c1946. 88p. \$1.75.

A small book of suggestions of things to make for boys and girls. Illustrations and patterns are given for many articles using boxes, candles, cork, string, felt, clothes-pin, and the like.

KARASZ, MARISKA. *Design and Sew*. J. B. Lippincott Co., c1946. 112p. \$2.00.

This book teaches the beginning clothing student the principles of design and construction by the picture and diagram method. Directions are given for the making of simple articles of dress and leads to the making of a basic pattern. It should be particularly appealing to the young girl.

McCoy, GUY, ed. *Portraits of the World's Best-Known Musicians*. Theodore Presser Co., c1946. 231p. \$3.50.

A collection of 5,000 portraits of the most outstanding personalities in the history of music. The pictures are approximately 1" x 1/2" with very brief biographical notes about the musicians.

MILLER, GLADYS. *Your Decorating A-B-C*. Archway Press, c1946. 64p. \$1.50.

The large number of photographs contained in this book should be of help to the young homemaker. The illustrations serve to make more emphatic the printed matter. The topics "Accessories, Backgrounds, Comfort, and Decorating" are treated briefly. The creator of a home whether small or large should find help in this book.

NATHAN, GEORGE JEAN. *The Theatre Book of the Year 1945-46*, Alfred A. Knopf, Inc., 1946. 370p. \$3.50.

All serious students of the theatre will be interested in this book, in the plays reviewed, and in Mr. Nathan's acute sense of what is good and bad from a theatrical view point.

OSBURN, BURL N. *Home Craft Course in Bookbinding*. Mrs. C. Naaman Keyser, c1945. unnp. \$1.00. (Home Craft Course Series, Vol. 21)

A short directive on bookbinding from the repair point of view. It starts with a very brief history and ends with uses of binding in albums and portfolios, etc. Descriptions are clear but illustrations not too good.

ROBBINS, ANN ROE. *How to Cook Well*. Thomas Y. Crowell Co., c1946. 748p. \$2.50.

This is a good cookbook. The recipes are practical and directions for making clearly stated.

SHURICK, E. P. J. *The First Quarter-Century of American Broadcasting*. Midland Publishing Co., 1946. 371p.

A detailed study of the Adventure of Radio for its first quarter century. Very interestingly presented.

SIMON, HENBY W., ed. *A Treasury of Grand Opera*. Simon and Schuster, Inc., c1946. 403p. \$5.00.

Here we have the stories, scene by scene, of seven great operas. Included in the rather handsome edition are several songs with piano accompaniment from each opera. The illustrations are excellent and the printing clear. All in all a worthy edition for the music lover's home library.

SKILSKY, SYD. *Make Way for Music*. E. P. Dutton and Co., 1946. 138p. \$2.50.

Excellent orientation sketches about the life and times of a few of the greatest composers, brief outlines of the patterns most frequently used in orchestral music, helpful descriptions of the instruments, and outline of seventeen recorded masterpieces make this little book a treasure for the music lover who wishes to increase his understanding and appreciation.

TAYLOR, MARY C. *Rounds and Rounds*. William Sloane Associates, c1946. 144p. \$3.00.

An entirely delightful and practical collection of 110 singable rounds, ranging from quite easy to quite difficult. There is an excellent introductory essay on the subject by Mrs. Taylor, as well as good suggestions on "How to sing rounds." The decorative drawings by Richard Erdoes add greatly to the attractiveness of the volume. But this is not a book for children; many of the words are as bawdy as the 17th century which produced most of them.

ZAIDENBERG, ARTHUR. *Anyone Can Draw Animals*. Pitman Publishing Corp., c1946. 170p. \$3.00.

A worthy companion of the author's *Anyone Can Draw*, with the same fine aids to developing good line and form along with creative ability in drawing and painting. With this book as a guide, anyone who tries can draw any animal—and draw it well.

Children's Literature

ADELSON, LEONE. *The Blowaway Hat*; pictures by Dorothy Wagstaff. Reynald and Hitchcock, c1946. unnp. \$1.50.

David has quite a chase getting Mommy's blowaway hat. Children enjoy the story, and the illustrations.

AMES, MERLIN M., and others. *My Country*. Webster Publishing Co., c1946. 472p. \$1.76.

Basic facts which explain America are told delightfully in story form, easily understood by children at the age level for whom the book is written.

BAILEY, CAROLYN SHERWIN. *Miss Hickory*. Viking Press, 1946. 123p. \$2.50.

Charming fantasy of a doll made from an apple twig and a hickory nut. The winter is a hard one, and she loses her head, but not her life.

BEATY, JOHN Y. *The Ocean Book*. Beckley-Cardy Co., c1946. 240p. \$1.35.

The author and two youngsters explore the Atlantic seaboard from Nova Scotia to the Florida Keys. They learn about the life cycle and struggle for existence of oceanic creatures; about tides, currents, and waves; earthquakes and volcanoes in the oceans; and how man's life is influenced by the oceans. This book is a "must" for intermediate grades.

BELL, JANET. *Sunday in the Park*. Robert M. McBride Co., 1945. unpaginated. \$1.25.

"Sunday in the park with Daddy is always fun," says David, and that perfectly describes this cheerful, happy story. Feeding of the pigeons, the boat ride, the arrival of the ice cream man—are all realistically illustrated with colored child-like illustrations that capture the fun of experience. For nursery school through grade two.

BENCHLEY, BELLE J. *Shirley Visits the Zoo*; photographs by C. E. Kirkpatrick. Little, Brown and Co., 1946. unpaginated. \$1.50.

True stories of how Shirley has fun by really being friends with the animals.

BLOCH, MARIE HALUN. *Danny Doffer*. Harper and Brothers, 1946. 103p. \$1.75.

Something was always happening to make life lively for Danny, whose business was making name tapes for boys and girls to sew on their caps and sweaters and things.

BLOUGH, GLENN O. *The Monkey With a Notion*. Henry Holt and Co., c1946. 88p. \$2.00.

When Snick, a capricious monkey, acts on his "notion" and learns how to unlatch his cage, he completely upsets the orderly life in Miss Peasley's pet shop. The black and white illustrations by John F. De Cuir are perfectly adapted to the content. Children from the third to the sixth grade will chuckle over the many adventures and it will make good reading aloud material for younger ones, too.

BOTHWELL, JEAN. *River Boy of Kashmir*. William Morrow and Co., 1946. 246p. \$2.00.

Hafiz, the son of a poor houseboatman, succeeds in making a good friend for the family. Interesting incidents in a romantic setting.

BRIGGS, BARBARA. *Tobias*. Alfred A. Knopf, Inc., c1946. unpaginated. \$1.50.

Tobias was a little tiger that thought he was a big tiger. The story and pictures show how he found he was mistaken.

BROWN, MARCIA. *The Little Carousel*. Charles Scribner's Sons, 1946. unpaginated. \$1.50.

A charming true-to-life picture-story of children on a crowded city street. For kindergarten and primary children.

CARLISLE, NORMAN. *The Modern Wonder Book of Trains and Railroad-ing*. John C. Winston Co., c1946. 289p. \$2.50.

The thrilling story of persons and events connected with the development of railroads is graphically related. Excellent photographs of the many kinds of engines, trains, and other equipment add interest. A glossary of terms and words used by railroad men helps the reader to understand a language peculiar to him.

CLEMENS, SAMUEL L. *Tom Sawyer*. Hartsdale House, 1946. 213p. \$1.50.

A good edition of this well-known classic. The print is good and the illustrations by Richard Rogers are excellent.

COLT, MARTIN. *The Secret of Bald-head Mountain*. Julian Messner, Inc., c1946. 216p. \$2.00.

Rogers and Bill Baxter have plenty of excitement in clearing their friend, Diego Montez, from unjust accusations made by claim-jumping miners. For upper grade and junior high-school children.

CORCOS, LORIS. *Jonathan Bangs Said N-o-o-o-o-o-o-o-o-o-o*. Lothrop, Lee and Shephard Co., c1946. unpaginated. \$1.00.

Jonathan Bangs tells the story of a youngster who insists on saying "No." The illustrations are more effective than the text in convincing children that Jonathan could say many more things than just "No." The story is for very young children, and is excellent read-aloud material.

CORONET MAGAZINE. *Coronet Quiz Book*. A. S. Barnes and Co., c1946. 164p. \$1.75.

Selections from the quizzes that have appeared in *Coronet Magazine*.

CRAMPTON, GERTRUDE. *Scuffy, the Tugboat*. Simon and Schuster, Inc., c1946. unpaginated. 25c. (A Little Golden Book).

The delightful adventures of a toy tugboat that got over-ambitious. The illustrations by Tibor Gergely are as delightful as the tale.

DAVIS, GEORGE. *An Animal Tour*; illustrations by W. Suschitsky and Patric O'Keeffe. Lothrop, Lee and Shephard Co., c1946. unpaginated. 50c.

Reproductions of color photographs and brief descriptions of the habits and characteristics of twenty-two birds and animals.

DEJONG, MEINDERT. *Billy and the Unhappy Bull*. Harper and Brothers,

c1946. 205p. \$2.00.

An exciting story skillfully written for children 8 to 12 years old.

DENNIS, WESLEY. *Holiday*. Viking Press, 1946. unpag. \$2.00.

Holiday, the horse children will love, finally lives up to what his groom and others expect of him.

DUNCOMBE, FRANCES. *Eemi, the Story of a Clown*; illustrated by Marjorie Hill. Henry Holt and Co., c1946. 40p. \$1.50.

Eemi was really a student clown. He tried to think up something funny, and then it just happened to him. For young children.

EBERLE, IRMENGARDE. *The Visiting Jimpsons*. Reynal and Hitchcock, c1946. 188p. \$2.00.

The three Jimpson children had to visit too much because they did not have a home of their own. Because of their friendliness and sense of fair play, the thing they most wanted came to them. Age 9-12.

EBERLE, IRMENGARDE. *Too Many Shoes and Stockings*; pictures by Walton Brashears. Reynal and Hitchcock, c1946. unpag. \$1.50.

Even bears have their troubles, that may be solved in ways of interest to younger children. Ages to about 8.

EISNER, HELEN GELLER. *The Little Boy Who Did Not Know Why*. Lothrop, Lee and Shepard Co., c1946. unpag. \$1.00.

The dog seems interested in the little boy, but never comes at the boy's call until—that's the secret of the story. The type is large and clear, and the two-dimensional colored illustrations by Marion Cannon supplement the text nicely. For preschool and nursery school reading aloud, and for first and second grade supplementary reading.

EWEN, DAVID. *Hayden, a Good Life*; illustrated by Marion R. Kohs. Henry Holt and Co., c1946. 245p. \$2.75.

Mr. Ewen has presented Hayden's life in a clear and understandable style. For the most part the writing should appeal to the average child of high-school age who is interested in reading about the lives of great musicians. It is nontechnical, though filled with many interesting musical facts. The type and illustrations are excellent. Also to be commended are the listing of compositions with corresponding phonograph recordings and the musical excerpts from some of the works.

FRANCIS, EDNA B. *My America in Crossword Puzzles*. John C. Winston Co., 1947. 119p. \$1.50. Spiral binding.

Crossword puzzles within outlines of each of the states. Many of the words have particular association with the respective states.

FRISKEY, MARGARET. *Chipmunk*

Moves; illustrated by Lucia Patton. David McKay Co., c1946. unpag. \$1.00.

Pictures and story of the type little children love.

GIRVAN, HELEN. *The Light in the Mill*. Rinehart and Co., c1946. 246p. \$2.00.

In a French Canadian setting the mystery of the light in the mill develops, and is solved as one result of Mary's decision to design some wall paper. There is a note of humor growing from the exchange of personalities by Mary and her cousin Sherin. For teen-age girls.

GORDON, PATRICIA. *Rommany Luck*. Viking Press, 1946. 206p. \$2.00.

A gay, adventurous story of a gypsy family in the days of Queen Elizabeth of England.

GOSS, MADELEINE. *Beethoven, Master Musician*, rev. ed. Henry Holt and Co., c1946. 364p. \$3.00.

This is purely a biographical work. It is written in a simple style and the musical discussions are nontechnical. The book is suitable for school children and useful as an introduction to the study of the composer's life and times. As usual in this series of books by Holt and Co., there is a listing of the composers works and available recordings.

HANLE, ZACK, and HERZ, MARTIN. *The Golden Ladle*. Ziff-Davis Publishing Co., c1945. 33p. \$1.50.

A delightful book on cooking for little girls. Story is interspersed with recipes.

HAUMAN, GEORGE, and HAUMAN, DORIS. *Surprise for Timmy*. Macmillan Company, 1946. 78p. \$1.25.

An interesting story book for lower-grade children to read to themselves, or for grown-ups to read to younger children.

HAWKINS, MAXWELL. *Torpedoes Away, Sir!* Henry Colt and Co., c1946. 268p. \$2.00.

The story of our submarine navy during the first eighteen months of the Japanese war, with anecdotes about real men and real submarines, and a clear, accurate description of an actual submarine. Teen-age boys will like it.

HAWKINS, QUAIL. *Too Many Dogs*, illustrated by Kurt Wiese. Holiday House, c1946. unpag. \$1.50.

A book for boys (or girls) who like dogs and are just beginning to read "real" books.

HOFFMAN, ELEANOR. *The Lion of Barbary*. Holiday House, c1946. 217p. \$2.00.

John Collins succeeds in rescuing Mary Coe from Ismael, the cruel sultan, the most cruel of the Barbary pirates. Of course there are plenty of adventures, and much authentic portrayal of life of the 17th century.

HOGEBROOM, AMY. *The Boy's Book of the West*. Lothrop, Lee and Shephard Co., c1946. 419p. \$2.50.

Forty-four thrilling stories covering the growth of the American West, and including heroes like Buffalo Bill and Kit Carson.

HOROWITZ, CAROLINA. *Treasury Series: A Girl's Treasury of Things-to-do; A Boy's Treasury of Things-to-do; A Little Girl's Treasury of Things-to-do; A Young Boy's Treasury of Things-to-do*. Hart Publishing Co., c1946. 96p ea. \$1.25 ea.

These four books will be most welcome in the homes of boys and girls of ages six to nine and nine to twelve. They are filled with games and tricks to play with directions for making all equipment. Also there are suggestions for making gifts and articles children like to have. The directions are easy to follow and the illustrations are attractive. Each boy or girl would like to own one of these books which answers the often asked question, "What can I do?"

HOWARD, JANET. *Counting Katie*. Lothrop, Lee and Shephard Co., c1946. unpag. \$1.00.

Sometimes Katie counted correctly; sometimes she made mistakes. But she found lots of things to count, and had a good time doing it.

JOHNSON, LAURA, and JOHNSON, JACK. *The Leaky Whale*; illustrated by Charles Darby. Houghton Mifflin Co., 1946. 30p. \$1.75.

Sketchy colored pictures with brief text that grown-ups will enjoy reading to small children.

JOHNSTON, EILEEN. *Jamie and the Tired Train*. Harper and Brothers, c1946. unpag. \$1.00.

Little boys will want to listen to this story and look at its pictures (many in three colors) over and over again.

KLUTCH, M. S. *Mr. 2 of Everything*; illustrated by Kurt Wiese. Coward-McCann, Inc., c1946. unpag. \$1.50.

Mr. 2 of everything was so called because he did everything by twos, wore two of everything, and had two of everything, except for a single son, Peter. The black and white illustrations of Kurt Wiese add fun and action. The story will be thoroughly enjoyed in nursery school and kindergarten and is good read-aloud material for any age.

LAWSON, MARIE A. *The Sea is Blue*; illustrated by the author. Viking Press, 1946. 128p. \$2.00.

In a seaport town, young orphan Timothy is helped by Cecilia to decide what he shall do in life. Charmingly written and illustrated by a skillful and imaginative author-artist.

LITTEN, FREDERIC NELSON. *The King-*

dom of Flying Men. Westminster Press, c1946. 247p. \$2.00.

A fast-moving story of the co-operative efforts of some veteran pilots in establishing a small commercial air line. For teenage young people.

LUCAS, JANNETTE MAY. *The Big Brewster Family*. J. B. Lippincott Co., c1946. 165p. \$2.00.

The Brewster house in the Plymouth colony in 1623 is the authentic setting for this story which brings to life the people of that time and place.

MCCRACKEN, HAROLD. *The Great White Buffalo*. J. B. Lippincott Co., c1946. 263p. \$2.50.

A story of an Indian boy of the time before the coming of white men. The white buffalo was "big medicine" in the fight between the Sobkotas and the Cheyennes.

MALLETTE, GERTRUDE E. *Once is Forever*. Doubleday and Co., 1946. 250p. \$2.00.

A story of co-operative effort of young people to develop their personal self-expression in spite of opposition from older people and set ways. There is significant portrayal of the struggle of modern youth and of possible beneficial results.

MARTIN, DAHRIS. *Adventure in Tunisia*. Julian Messner, Inc., c1946. 162p. \$2.25.

Allee was a problem child. He was always painting, and should have been working. Finally his talent is recognized by the Bey and he is given the opportunity to make painting his life work. For upper-grade children.

MAXWELL, WILLIAM. *The Heavenly Tenants*. Harper and Brothers, c1946. 57p. \$2.00.

The story of a family whose lives become involved with the characters of the zodiac. Both adults and children will enjoy the fantasy combined with humorous realism.

MEDARY, MARJORIE. *The Store at Crisscross Corners*. Abingdon-Cokesbury Press, c1946. 48p. \$1.00.

When Mr. Jenkins left his orderly little store at Crisscross Corners to go to a wedding, Freddie Fumble managed to get things pretty upset. The black and white illustrations by Janet Smalley add much to the humor of the story, which will make pleasant reading for grades two to four.

MONTGOMERY, RUTHERFORD. *The Mystery of the Turquoise Frog*. Julian Messner, Inc., c1946. 187p. \$2.00.

A good mystery story for upper grade and junior high-school children is given an authentic setting in modern Navajo life, showing the conflict between new ideas and the old ways of life.

NORLING, JO, and NORLING, ERNEST.

Pogo's Letter. Henry Holt and Co., c1946. 42p. \$1.25.

The many processes involved in the manufacture of paper are presented in an interesting manner. Full-page black and white illustrations help describe the processes and add a great deal to the value of the book as supplementary informational reading.

ORTON, HELEN FULLER. *Mystery of the Lost Letter*. J. B. Lippincott Co., c1946. 112p. \$1.50.

Kenneth and Marilyn succeed in finding a lost letter. There are many good results, and the search has surprising incidents. For intermediate grade children.

PIPER, WATTY, ed. *The Bumper Book, a Collection of Stories and Verses for Children*; illustrated by Eulolie. Platt and Munk Co., c1946. unpag. \$2.50.

Well selected stories that are really children's classics, well-illustrated in color. For young children.

POPE, EDITH. *The Biggety Chameleon*. Charles Scribner's Sons, 1946. unpag. \$1.50.

Because he is rude and 'biggety,' the little chameleon's tail shrinks, and only when he minds his manners does it grow long once more. The colored illustrations by Dorothy Grider give the chameleon life and spirit. The book is for grades two to four, but is a good "read aloud" story for nursery school and kindergarten.

SAARINEN, LILY SWANN. *Who Am I?* Reynal and Hitchcock, c1946. unpag. \$1.50.

Some of the animals from every part of the world explain why they are made as they are. For preschool children.

SETH-SMITH, E. K. *Vagabonds All*. Houghton Mifflin Co., 1946. 282p. \$2.00.

An exciting yarn of Elizabethan England for boys and girls from 10 to 14.

SMITH, ELVA S. *Mystery Tales For Boys and Girls*. Lothrop, Lee and Shepard Co., c1946. 397p. \$2.50.

An excellent selection of tales of mystery and romance for junior high-school youth.

STORM, JOHN. *Malcolm MacBeth*. Lothrop, Lee and Shepard Co., c1946. 148p. \$2.00.

An exciting and humorous story of Malcolm's adventures with three witches of the Scottish Highlands.

THURBER, JAMES. *Many Moons*, dramatized by Charlotte B. Chorpenning. Dramatic Publishing Co., c1946. 91p. 75c.

A play with a lovely touch of philosophy which is well suited to a children's theatre.

TOUSEY, SANFORD. *Treasure Cave*.

Albert Whitman and Co., 1946. 32p. \$1.25.

A western story for younger children, clearly written and well illustrated.

VAN METRE, T. W. *Trains, Tracks and Travel*, 7th ed. Simmons-Boardman Publishing Corp., c1946. 423p. \$3.50.

The fascinating seventh edition of this popular book on the "romance of the rails" brings railroading up-to-date. Intended primarily for boys, it appeals strongly to adults also.

WEIL, LISL. *Jacoble Tells the Truth*. Houghton Mifflin Co., 1946. unpag. 85c.

Jacoble is a small boy whose vivid imagination leads to telling impossible stories. He learns to tell the truth when he is faced with the possibility of having a bridge collapse under him when he lies. The gaily-colored child-like illustrations add a great deal to the story. Good for preschool reading aloud and for elementary free reading.

Education and Psychology

ARTHUR, GRACE. *Tutoring as Therapy*. Commonwealth Fund, 1946. 125p. \$1.50.

A psychological clinician discusses the tutoring problem in all phases; diagnosis, teaching method, and checking progress. The technical aspects of tutoring are described clearly. Interesting case studies are given in different forms of adjustment problems. The treatment as a whole is practical and shows a deep understanding of the personal problems of children.

CANTOR, NATHANIEL. *Dynamics of Learning*. Foster and Stewart, c1946. 282p. \$3.00.

A rather elaborate defense of the belief that student learning involves the entire personality development of the student; that this learning is most complete when the student accepts responsibility for the direction and the process; and a detailed account of how the author attempted to foster such dynamic student learning in senior college courses on Personality and Cultural Patterns, and Crime and Society. A stimulating and helpful book for teachers at secondary and collegiate levels, in spite of many weaknesses.

CHESSER, EUSTACE, and DAWE, ZOE. *The Practice of Sex Education*. Roy Publishers, c1946. 277p. \$3.00.

A guide to teachers and parents based on the experiences of the authors in teaching sex to elementary school children in England. This book introduces sex through the medium of elementary biology ending with reproduction in human beings. It should be read by elementary school teachers and much of it put into practice.

CLARK, GORDON H. *A Christian Philosophy of Education*. William E. Eerdmans Publishing Co., c1946. 217p. \$3.00.

An able defense of the point of view that courses in education are vague, padded, inflated; that no comprehensive world view governs educational textbooks, and that therefore, if education as a subject is to achieve the respect its inherent worth demands, its professors must produce a basic world-view into which their educational theories fit and on which they depend—a world-view which Christianity provides.

FORD, MARY. *The Application of the Rorschach Test to Young Children*. University of Minnesota Press, 1946. 114p. \$2.00. (Institute of Child Welfare Monograph, No. 23).

This is one of the few carefully conceived of and conducted observations of the Rorschach test. The test has been widely used with children with little evidence as to whether it is applicable to them or not. Miss Ford has found the test can be useful with young people and she supplies much valuable normative information. An extensive glossary of terms found in the Rorschach literature is helpful.

FRIEDMAN, BERTHA B. *Foundations of the Measurement of Values*. Teachers College, Columbia University, 1946. 227p. \$2.75. (Contributions to Education, No. 914).

The methodology and philosophy of value measurement are discussed here. Definitions of value are presented and a theatrical framework constructed. The book is difficult reading, few examples or illustrations being included and the practical implications are somewhat diffuse.

GATES, ARTHUR I., and KUSHNER, ROSE E. *Learning to Use Hearing Aids*. Teachers College, Columbia University, 1946. 77p.

A report of the subcommittee of the Committee on Problems of Deafness of the National Research Council. It suggests that the determining factor seems to be "whether the child believes that the use of hearing aids makes him more or less socially acceptable." But there are included many other considerations important to parents and teachers.

HENDRICKS, LUTHER V. *James Harvey Robinson, Teacher of History*. King's Crown Press, 1946. 120p. \$2.00.

A penetrating study of one of the nation's distinguished scholars.

JOHNSON, ROY IVAN. *Explorations in General Education*. Harper and Brothers, c1947. 262p. \$3.00.

An account of the progress of Stephens College in the redirecting of its programme, of its shift from "intellectual" to "social" goals.

MACKIE, ROMAINE PRIOR. *Cripple Children in American Education, 1939-1942*. Teachers College, Columbia University, 1945. 144p. \$2.10.

This doctoral thesis based on a questionnaire study reports nine types of instruc-

tional organization for crippled children. Children are classified according to disabilities, age, grade placement, sex, race, and psychological measurement. Services and educational procedures designed for handicapped children are described. Personnel requirements for orthopedic schools and classes are discussed.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. *Multi-Sensory Aids in the Teaching of Mathematics*. Teachers College, Columbia University, c1945. 455p. \$2.00.

A very significant yearbook on an important phase of improved teaching of secondary mathematics.

RADKE, MARIAN J. *The Relation of Parental Authority to Children's Behavior and Attitudes*. University of Minnesota Press, 1946. 123p. \$2.00. (Child Welfare Monograph Series).

This is a study based on actual records of parent and child responses to questions asked in an investigation to determine the relation of parental authority to children's behavior and attitudes. This study provides a fund of accurate information which should lead to better understanding of children and the employment of better methods by those who work with children.

Health and Physical Education

BYRD, OLIVER E., comp. *Health Instruction Yearbook, 1946*. Stanford University Press, c1946. 399p. \$3.00.

In the 1946 edition of the Health Instruction Yearbook, the information regarding scientific study as well as mass application during the war as the results of research bring the reader to date in health, nutrition, disease, and sanitation. Controversial issues of the present day as medical planning and recent legislation as well as bills pending are summarized.

FREEMAN, ALLEN WEIR. *Five Million Patients*. Charles Scribner's Sons, 1946. 299p. \$3.00.

This book is a detailed narrative of the professional training and experience of a health officer who attained high honor. Covering a period of forty-three years, it describes the whole development of the field and all of the advances in the field of preventive medicine as well as their more or less prompt application to actual situations in many of the states. The book is written in a factual manner lightened with anecdote and humorous incidents.

GILLET, LUCY H. *Nutrition in Public Health*. W. B. Saunders Co., 1946. 303p. \$2.75.

Because the public health nurse works with all age groups and needs to make application of the newer knowledge of nutrition, this book should be helpful to her. The writer has made an excellent approach to a complete nutrition program and has included the home, schools, community health centers, industrial plants, and newspapers. She shows that it is a community problem.

and program if we are to guide families to optimum nutrition.

LAMKIN, NINA B. *Health Education in Rural Schools and Communities*. A. S. Barnes and Co., c1946. 209p. \$2.50.

An excellent guide, almost a handbook, for teachers, principals, and parent-teacher groups. The material is authoritative and simply presented. The point of view is comprehensive, including many aspects of mental health, and considering the entire personality of children. The material is good for small cities as well as rural communities.

Literature

ANGLE, PAUL M., ed. *The Lincoln Reader*. Rutgers University Press, 1947. 564p. \$3.75.

An anthology of biographical writings about Lincoln, for the general reader. This is perhaps the best one volume available on Lincoln's life.

BAKER, NINA BROWN. *Sun Yat-sen*; illustrated by Jeanyee Wong. Vanguard Press, 1946. 247p. \$2.50.

A well-written fictionalized biography of the father of the Chinese Republic.

BROWN, CHARLES BARRETT. *The Contribution of Latin to English*. Vanderbilt University Press, c1946. 245p. \$2.75.

A handbook which lists for systematic study or reference those Latin words from which the greatest number of useful English words have been derived. Important derivatives are listed with each Latin word. Excellent for vocabulary building.

BURLINGAME, ROGER. *Of Making Many Books; a Hundred Years of Reading, Writing and Publishing*. Charles Scribner's Sons, 1946. 347p. \$3.75.

A book for all readers who are curious about how books come to be written and how they are published. An engaging, intimate literary history as seen through correspondence with the men and women whose books were published by the Scribners.

BUTKA, HERSEL EUGENE. *Poetic Pop Philosophizes on Life*. Exposition Press, c1946. 192p. \$2.50.

Rhymes on personal experiences and popular subjects.

FERRIL, THOMAS HORNSBY. *I Hate Thursday*. Harper and Brothers, c1946. 233p. \$2.50.

A volume of delightfully informal essays selected from the author's contributions to *Harper's Magazine* and *The Rocky Mountain Herald*. Mr. Ferril's views are generally unorthodox but always stimulating.

FISCHER, MARJORIE, and HUMPHRIES, ROLFE, eds. *Strange to Tell; Stories of*

the Marvelous and Mysterious. Julian Messner, Inc., c1946. 432p. \$3.75.

An excellent anthology of fantasy selected from European literature with variety of form as well as variety of content. Some pieces are new discoveries, some are new translations, and some are unfamiliar stories by familiar authors.

FROST, ROBERT. *The Poems of Robert Frost*. Random House, c1946. 445p. \$1.10. (Modern Library Books).

A selection by the author of 230 of his 270 published poems, with an introductory essay. The printing and make-up are good, and the cost is reasonable.

GROSSBERG, ELMER. *Farewell, My Son*. Julian Messner, Inc., c1946. 300p. \$2.75.

A first novel by a promising writer. It is marked by rich and subtle characterization.

HAYDN, HIRAM, ed. *The Portable Elizabethan Reader*. Viking Press, 1946. 688p. \$1.20.

An excellent collection of Elizabethan prose and poetry, edited for the general reader but more suitable for classroom use than many textbooks.

HOLBERG, LUDVIG. *Four Plays: The Fussy Man; The Masked Ladies; The Weathercock; Masquerades*, translated by Henry Alexander. Princeton University Press, for the American-Scandinavian Foundation, 1946. 202p. \$2.50.

Good translations of four important Danish comedies.

IOWA. STATE UNIVERISTY. *The Baconian Lectures on Aims and Progress of Research in the State University of Iowa*, 1945. State University of Iowa, c1946. 121p.

Ten lectures by members of the Graduate Faculty of the University of Iowa on the central theme of "Global Trends in Research."

LEWIS, MONTGOMERY S. *Legends That Libel Lincoln*. Rinehart and Co., c1946. 239p. \$2.75.

A good popular correction of some of the mistaken ideas about Lincoln which were initiated by early biographers and which are often repeated by persons who have not kept up with Lincoln scholarship.

MAUGHAM, W. SOMERSET. *Of Human Bondage; With a Digression on the Art of Fiction*. U. S. Government Printing Office, 1946. 16p. 25c.

Maugham's address, delivered on presenting the original manuscript of his famous novel to the Library of Congress.

PERSON, W. T. *No Land is Free*. Westminster Press, c1946. 272p. \$2.50. Light fiction of a family moving from town into the Arkansas swamps to home-

stead a farm and to clear "new ground." Description of the natural phenomena and physical environment is an accurate but sketchy portrayal of the opening of the "delta country." The characters and their personalities are somewhat exaggerated, the extremes being fanciful to the point of improbability.

RUSSELL, TRUSTEN WHEELER. *Voltaire, Dryden and Heroic Tragedy*. Columbia University Press, 1946. 178p. \$2.50.

A scholarly, well-documented study of dramatic criticism between 1650 and 1750, the relations of Voltaire with Dryden, and of the influence of French neoclassic theory of the epic upon the tragedies by both writers.

STEBBINS, LUCY POATE. *A Victorian Album*. Columbia University Press, 1946. 226p. \$2.50.

A series of portrait studies devoted to the leading women novelists of the Victorian era, sharply drawn and keenly perceptive.

STEVENSON, DAVID LLOYD. *The Love-Game Comedy*. Columbia University Press, 1946. 259p. \$3.25.

A study of romantic love as a controlling idea in the western world with an analysis of relevant literature from the twelfth century through Shakespeare.

STUART, JESSE. *Tales From the Plum Grove Hills*. E. P. Dutton and Co., c1946. 256p. \$2.75.

This collection of stories from the Kentucky hills shows increasing sureness of interpretation and refinement of style on the part of the author.

VAN DOREN, MARK. *The Country Year*. William Sloane Associates, c1946. 131p. \$2.75.

Poetry of New England farm life. Rich in sensuous detail and, especially in "A Winter's Diary," deep in an understanding of the spiritual values which may be found in bucolic life.

VERGARA, ALLYS DWYER. *A Critical Study of a Group of College Women's Responses to Poetry*. Teachers College, Columbia University, 1946. 159p. \$2.35.

An investigation, presented as a doctoral dissertation, of the comparative effectiveness of the silent and oral presentation of poetry. Definite case studies are given and conclusions helpful in the general teaching of poetry.

WHITMAN, WALT. *I Hear the People Singing*. Young World Books, c1946. 96p. \$1.75.

A selection of Whitman's poem "made especially for today's young people" but of value to any reader of Whitman. Fine typography and good illustrations. Recommended for school and personal libraries.

WILSON, DOROTHY CLARKE. *The Man*

Who Lived Too Soon. Baker's Plays, c1946. 30p. 50c.

This play is a good dramatization of Leonardo de Vinci whose genius should be studied by all.

ZIMMERMAN, JANE DORSEY. *Radio Pronunciations*. King's Crown Press, 1946. 135p. \$2.00.

A phonetic analysis and summary of findings gained from study of recorded pronunciations of a cross section of American speakers. The main value of the book would be the statistical analysis of variations and standards in representative American speech and bibliography references for study at the close of the book.

Philosophy and Religion

ALEXANDER, WALTER R. *Holy Hours in the Holy Land*. William B. Eerdmans Publishing Co., c1946. 160p. \$1.50.

The writer of this charming volume illuminates the Holy Land of today with a wealth of background from the Holy Land of the Bible—in other words, Biblical settings and associations give spiritual meaning to travel through a country otherwise somewhat barren and desolate.

BRANCH, W. G. *By Unknown Ways*. Westminster Press, c1946. 176p. \$1.75.

Twenty brief chapters citing examples of men and women who, though handicapped, triumphed. Preachy and didactic yet inspiring and inspirational.

BRUNNER, EMIL. *Revelation and Reason*. Westminster Press, c1946. 440p. \$4.50.

A two-fold purpose characterizes this translation of a scholarly, abundantly documented, historical study—to free the genuinely Biblical understanding of revelation from additions and accretions hallowed by ancient tradition; to remove the misunderstandings which, for so many contemporaries, block the way to the Christian faith. To follow the argument, careful, though rewarding reading, required.

BURROWS, MILLAR. *An Outline of Biblical Theology*. Westminster Press, c1946. 380p. \$3.50.

Footnote citations to the Bible—a total of twenty-eight pages, substantiate the point of view that the Bible is no manual of psychiatry or of social engineering, rather that it is an incomparable source of the dynamic convictions and motives, by which life alone can be made sound and whole.

CHELEY, F. H. *Stories for Talks to Boys*. Association Press, 1946. 356p. \$2.00.

Brings together, from a wide range of selections, 356 pages of stories and incidents, grouped under 85 alphabetically listed headings, under the conviction that "well-chosen illustrations are the stained-glass windows of speech, through which radiant truth may be made to shine."

FLEWELLING, RALPH TYLER. *The Things That Matter Most*. Ronald Press Co., c1946. 530p. \$3.75.

Aims to provide, through stimulating discussion, wide readings and challenging questions, the basis of inquiry into practical problems of morals from the point of view that without righteousness, understanding becomes a menace to society, and furthermore, that the finer and immaterial loyalties of our world are superior to the most startling of external facts.

KNIGHT, WILLIAM ALLEN. *A Christmas Secret*. W. A. Wilde Co., c1946. 69p. 75c.

A fascinating, gripping, human interest, vivid local color story which illuminates with new meaning the statement in Luke in respect to the Birth of Jesus, namely, "and laid him in a manger because there was no room for them in the inn."

LORCH, FRED W., and others, eds. *Of Time and Truth*. Dryden Press, 1946. 594p. \$3.00.

This is a convocation of articles dealing with some phase of thought and performance. It covers a wide range and generally is interesting reading.

MACGREGOR, W. M. *The Making of a Preacher*. Westminster Press, c1946. 69p. \$1.00.

Superior in style, profound in practical content are these lectures given at Glasgow University: lectures which discuss an ideal of ministry; the making of a preacher through a knowledge of God; through a knowledge of man; through reading, concluding with the quality of preaching which should ensue from these fundamental requirements.

MARTIN, HUGH. *Great Christian Books*. Westminster Press, c1946. 118p. \$1.50.

In factual, vigorous style, seven books of the past speak eloquently a dynamic, Christian message for today, namely, *The Confessions of St. Augustine*; *Letters of Samuel Rutherford*; *The Practice of the Presence of God*, Brother Lawrence; *The Pilgrim's Progress*, Bunyan; *A Serious Call, Law*; *An Enquiry*, Carey; *The Ring and the Book*, Browning.

MILLER, ALEXANDER. *Christian Faith and My Job*. Association Press, 1946. 60p. \$1.00.

This book does vigorously and constructively what it sets out to do, namely, "to relate the Christian understanding of life in the world to the problem of personal conduct in an industrialized, highly competitive, and often immoral society."

MINEAR, PAUL SEVIER. *The Eyes of Faith*. Westminster Press, c1946. 307p. \$3.00.

Purposes: "Coming to terms with the Biblical perspective"; "to remove some of the obstacles that frustrate men in many schools from understanding the witness of prophet and apostle"; "to depict the horizons of

history within which men of the Bible found their duty and destiny." Written in attractive, convincing style.

NELSON, JOHN O. *Look at the Ministry*. Association Press, 1946. unp. 50c. (Ministry For Tomorrow Series).

An attractive, admirably illustrated, pictorial appeal to youth to consider the Christian ministry as a life vocation.

NYGAARD, NORMAN E., ed. *America Prays*. W. A. Wilde Co., c1946. 386p. \$2.25.

Daily devotions for the entire year including Scripture citation, a text, theme, comment, and prayer by more than three hundred and seventy ministers and Christian laymen. Stimulating and constructive.

PROCHNOW, HERBERT V. *Meditations on the Ten Commandments*. W. A. Wilde Co., c1946. 78p. \$1.00.

These meditations, addressed to "My son," are for the most part constructive and stimulating. Some, however, appear somewhat strained.

SHOEMAKER, S. M. *A Young Man's View of the Ministry*. Association Press, 1946. 73p. 50c. (Ministry for Tomorrow Series).

A revised edition of a book, which in former years "influenced thousands of lives," reissued as an aid in seeking leaders to "face atomic power today with cosmic power of another kind."

ROWLEY, H. H. *The Re-discovery of the Old Testament*. Westminster Press, c1946. 314p. \$3.00.

On the theory that all Bible study should minister to the spirit as well as the mind, should bring richer apprehension of divine truth, and that religion affects belief, worship, and conduct, this fruitful study points out clearly the spiritual treasures which men today are discovering afresh in the Bible.

SNAITH, NORMAN H. *The Distinctive Ideas of the Old Testament*. Westminster Press, c1946. 251p. \$2.75.

An able defense of the point of view that if the Old Testament has a value which no other book has, it is essential to know what that value is, where it is different from other sacred books, and particularly wherein it is incomparable. This distinctive value is found in the holiness, righteousness, salvation, covenant, and election love of God.

Reference

ALDRICH, ELLA V. *Using Books and Libraries*, rev. ed. Prentice-Hall, Inc., 1946. 88p. \$1.35.

Intended for college freshmen. The changes from the 1940 edition consist chiefly in the addition of important new reference books, a few new illustrations, and the insertion of a few clarifying sentences.

American Library Association, and Association of College and Reference Librarians. *College and University Libraries and Librarianship*. American Library Association, 1946, 168p. \$2.50. (Planning for Libraries, No. 6).

Fundamental principles of administration and recommendations for development based on the realities of the present situation. Bibliography of 191 items. An essential book for all alert college and university librarians.

Bibliographies: Free Teaching Aids No. I China. Russia. Economic Geography Products, Part I and II. New Jersey State Teachers, c1946.

Each mimeographed book contains a bibliography of materials including charts and maps, exhibits, films, slides and filmstrips, pictures, publications, and recordings, with directions for obtaining them. For the individual countries these materials are compiled under such headings as Language and Religion, Social Life and Customs, History and Government, and others. An excellent guide to source materials.

Current Events World Atlas, No. 423. Rand McNally and Co., 1946. 49p. 11x14 in. 25c.

An inexpensive, useful collection of maps and tables based upon postwar provisional boundaries, including a colored United Nations map of the world, and a survey of territorial changes of World War II shown in eight maps with concise text.

ELLISON, RHODA COLEMAN. *A Check List of Alabama Imprints, 1807-1870.* University of Alabama Press, 1946. 151p. \$1.75.

Gives bibliographical information and library location of: I, newspapers; II, periodicals; III, books, pamphlets, broadsides, maps, and music. Adds many titles to previously compiled lists.

HANNA, A. J. *Recommended Readings on Florida.* Union Catalog of Floridiana. 64p. \$1.25.

A good working annotated bibliography of the best material in this field. A good tool for teachers.

HUBBELL, GEORGE SHELTON. *Writing Documented Papers.* rev. ed. Barnes and Noble, Inc., c1946. 164p. 75c. (College Outline Series).

Intended to supply the undergraduate with suggestions for choice of subject; systematic gathering and preparation of material; footnotes and bibliographic style; and a classified, concisely annotated directory to more than three hundred standard reference works.

MALLORY, WALTER H., ed. *Political Handbook of the World.* Harper and Brothers, c1946. 202p. \$3.00. (19th Yearbook of Council on Foreign Relations).

This volume furnishes information about

the governments of all the countries in the world. It lists the names of the heads of the government and other important officials. There is a brief chapter on the United Nations.

1946 Supplement to the Columbia Encyclopedia. Columbia University Press, c1946. 64p.

In this important events, from the spring of 1935 through February 1946, are chronicled. Material on World War II predominates, with emphasis on military personages and happenings. Articles, while brief, are clear and succinct, continuing the Encyclopedia's policy of much information in little space.

SISTER MARY LUELLA and SISTER MARY PETER CLAVER, eds. *The Catholic Booklist, 1946.* Department of Library Science, Rosary College, 1946. 92p. 50c.

Classified and carefully annotated. Includes a "cumulated author and title index, 1942-1946."

TROTIER, ARNOLD H., ed. *Doctoral Dissertations Accepted by American Universities, 1945-46.* H. W. Wilson Co., 1946. 71p. \$1.50.

The 1708 titles are listed under subject and subdivided by college of origin, as in the earlier volumes of this series. Seventy are designated "secret research." This brings a useful reference tool up-to-date through the recent academic year.

Science and Mathematics

BELL, E. T. *Development of Mathematics.* McGraw-Hill Book Co., 1945. 637p. \$5.00.

This is a revision of an excellent book on the history of mathematics. It is written in a pleasing and effective style.

MUENSCHER, W. C. *Keys to Woody Plants,* 5th ed. Comstock Publishing Co., 1946. 108p. \$1.25.

A new edition of a standard manual for identifying woody plants. Would be improved by brief descriptions and sketches of species, such as characterized the old Aggar's books on the same subject.

SILL, JEROME. *The Radio Station.* George W. Stewart, Publisher, c1946. 127p. \$1.50.

An experienced radio executive discusses the problems of operating a successful radio station: building programs, attracting audiences, obtaining sponsors, and creating good will. He considers the future of broadcasting as related to the FCC, AM, FM and television.

Social Science

AUSTIN, GLADYS PETERS. *Along the Century Trail.* Avalon Press, c1946. 79p. \$2.50.

An informal history of the early days of

Tyler, Texas, this small book indicates how the record of a community may be made.

BORCHARD, EDWIN. *American Foreign Policy*. National Foundation Press, 1946. 69p. \$1.00.

A bird's-eye view of our foreign policy 1776-1946. The volume is very brief but well done.

CARMAN, HARRY J., and others. *Historic Currents in Changing America*. John C. Winston Co., c1946. 862p. \$2.88.

A textbook for the Senior High School American History course. Organized on the unit basis with thirty-eight chapters divided into nine units. The story begins with the Age of Discovery and closes with the War Against Dictators.

CRESSON, W. P. *James Monroe*. University of North Carolina Press, c1946. 577p. \$5.00.

A scholarly and well-written biography of James Monroe. The political history of the nation from revolutionary times is involved in this story, always from the point of view of Monroe.

DYER BRAINERD. *Zachery Taylor*. Louisiana State University Press, 1946. 455p. \$4.00.

The ninth volume of the Southern Biography series. It presents "Old Rough and Ready" in the role of frontiersman, soldier, and president. The author has employed the available sources in a judicious manner. The volume includes a number of interesting and pertinent illustrations.

ECKENRODE, H. J. *The Randolphs*. Bobbs-Merrill Co., c1946. 310p. \$3.50.

The story of a family which furnished lawyers, governors, national secretaries of state, the Secretary of War of the Confederate States, John Randolph of Roanoke, and distinguished, substantial, public-spirited citizens. The story is at once lively and scholarly.

Editors of Look. *The Santa Fe Trail*. Random House, c1946. 271p. \$3.50. (Opening of the West).

A pictorial account of the Santa Fe Trail and the development of the railroad and the areas served. There is a textual explanation and interpretation of the pictures. This will add interest to United States history, and is recommended for both elementary and high schools.

ELMER, M. C. *The Sociology of the Family*. Ginn and Company, c1945. 520p. \$3.75.

The family is treated as an institution within the greater social structure, an institution that has functioned through successive generations, controlling and being controlled by all the social forces surrounding it. For those who are concerned with understanding family situations in the light of modern research, this book of facts and principles will be very helpful.

FLORENCE, LELA S., and SMELLIE, B. K. *Only An Ocean Between*. Duell, Sloan and Pearce, c1946. 184p. \$3.50. (Essential Books).

Really a series of three contrasts and comparisons of Great Britain and the United States. The first two deal with geographic features and private living. They are written by Lela S. Florence, a newspaper woman who has lived and worked in both countries. The third section deals with political set-up and action, and is prepared by Dr. Smellie, an American born professor of economics in the London School of Economics. There are many charts and photographs. The book should help develop mutual understanding in secondary school and college.

FOREMAN, GRANT. *The Last Trek of the Indians*. University of Chicago Press, c1946. 382p. \$4.00.

An important study of an outstanding authority on the American Indian. It is concerned, principally, with the removal of those Indians living north of the Ohio River to the present state of Oklahoma. Some attention is also given to a general account of early federal Indian policies. Many excellent maps illustrate the text.

Georgia. Works Projects Administration. *Georgia, a Guide to Its Towns and Countryside*. University of Georgia Press, 1946. 559p. \$3.00 (American Guide Series).

A second printing of a most worthwhile guide to the state of Georgia. The accurate, detailed information given in all of these books in this series makes them a most valuable source of information.

HARRIS, MARC. *The United States in the Second World War*. Barnes and Noble, Inc., c1946. 167p. 75c. (College Outline Series).

This is a reportorial account of World War II with particular emphasis on the part played by the United States. It is a volume in the familiar College Outline Series.

Introduction to Contemporary Civilization in the West, Vol. I. Columbia University, 1946. 110p. \$5.00.

This work, and its companion volume, are collections of original source materials designed to acquaint beginning college students with the roots of modern culture. Volume I contains some eighty-seven selections extending from the Medieval Era through the French Revolution.

Introduction to Contemporary Civilization in the West, Vol. II. Columbia University Press, 1946. 1188p. \$5.00.

Volume II is concerned with nineteenth and twentieth century ideas and movements principally in Europe but to a small degree in the United States. Both this and its companion volume are to be commended on the inclusion of fewer and longer accounts than are found in the typical source book.

KALLEN, HORACE M. *The Decline and Rise of the Consumer*. Packard and Co., c1946. 484p. \$2.00.

The book is a reprint of the original volume which appeared ten years ago. The author maintains that the restoration of the primacy of the consumer lies in the co-operative movement. The volume is a scholarly survey of the co-operative movement, its background, and its present operation.

Kingsport, the Planned Industrial City. The Rotary Club, 1946. 350p. \$2.00.

A detailed account of Kingsport, Tennessee, its history, its planned industrial development, and the functions of the city. The utility, commercial, and professional services for the inhabitants of the city and its environs are enumerated. Many excellent photographs and maps are included. It is a valuable reference book for studies in city planning.

LOGAN, SPENCER. *A Negro's Faith in America*. Macmillan Company, c1946. 88p. \$1.75.

The author of this book is well qualified to speak for his race. He has gone through all the trying experiences of the average Negro, including more than three years in the Army as Staff Sergeant in France, Luxembourg, Germany, and then transferred to Okinawa in 1945. His book is well written without emotion, and his conclusions are presented with modesty and tolerances. You don't want to miss it.

MEADOWCROFT, ENID L. *China's Story*. Thomas Y. Crowell Co., c1946. 92p. \$2.00.

Accuracy of factual material and a friendly and understanding interest in China enhance the value of this book. Especially fascinating is the colorful history of China under such rulers as Genghis Khan and Kublai Khan. Excellent for intermediate grades.

MEADOWCROFT, ENID LAMONTE, and EDITORS OF LOOK. *Abe Lincoln and His Times, 1809-1865*. Thomas Y. Crowell Co., c1946. 94p. \$2.50.

A popular picture history for young people.

PETTEE, GEORGE S. *The Future of American Secret Intelligence*. Infantry Journal Press, c1946. 120p. \$2.00.

This is a convincing plea for an adequate American intelligence system. Numerous instances of the lack of strategic intelligence in World War II are revealed and some aspects of an improved system are indicated.

REXFORD, FRANK A., and CARSON CLARA L. *The Constitution of Our Country*. American Book Co. 118p.

This exposition of our constitution sets forth: the principles underlying American government, duties of officials and citizens, and safeguards of the people's rights. These principles not being "self-evident" must be indoctrinated into each generation. This is

the "eternal vigilance"—the price of liberty, and is well perpetuated in this book.

SCARLETT, WILLIAM, ed. *Toward a Better World*. John C. Winston Co., c1946. 184p. \$2.00.

Twelve distinguished Americans discuss problems that must be faced if world peace can be realized. Each writer emphasized the fact that a better world cannot be realized until people and nations place greater importance on Christian principles which recognize the worth and dignity of the individual and the brotherhood of man. The discussion of our own race problem is of special interest.

STODDARD, ANNE, ed. *Topflight, Famous American Women*. Thomas Nelson and Sons, c1946. 224p. \$2.50.

Biographical and interpretative sketches of thirteen American women of the twentieth century who have achieved success in various fields. Written in a popular readable style. Recommended especially for libraries and guidance programs in secondary schools.

TAYLOR, A. J. P. *The Course of German History*. Coward-McCann, Inc., c1946. 231p. \$3.00.

A good brief account from the Holy Roman Empire to the Potsdam Conference in 1945. The volume is of interest to the general reader as well as to the historian.

VERRILL, A. HYATT. *Strange Customs, Manners and Beliefs*. L. C. Page and Co., c1946. 302p. \$3.75.

Filled with stories of tattoos and taboos, charms, deadly savage weapons, odd marriage and practices of peoples in strange lands, portrayed by a distinguished author from 50 years of expeditions. It is thrilling from cover to cover.

WILGUS, A. CURTIS, ed. *Readings in Latin American Civilization*. Barnes and Noble, Inc., c1946. 430p. \$1.50. (College Outline Series).

A collection of some 278 documents covering many phases of Latin American history. The readings are of widely varying length. No historical introductions are included, but the material is arranged and organized so as to parallel and supplement the textbooks in the field.

Textbooks and Workbooks

BACHELOR, JOSEPH M., and HENRY, RALPH L. *Current Thinking and Writing*. D. Appleton-Century Co., c1946. 212p. \$2.50.

Another book of readings for college freshmen, with exercises devised for the improvement of reading. Selections are well chosen. Exercises require definite and explicit answers. A good text in general for reading improvement in institutions where classes are large and instructors not particularly well trained. Could be used to advantage by any serious student, without much supervision.

BLAIR, WALTER, and GERBER, JOHN C. *Better Reading; Prose, Explanatory and Persuasive*. Scott, Foresman and Co., c1945. 596p.

A selection of various types of prose designed to increase reading skills and to acquaint the college student with techniques of writing. It is readable, graduated in difficulty, and has pertinent accompanying questions.

BOYER, LEE EMERSON. *An Introduction to Mathematics for Teachers*. Henry Holt and Co., c1945. 578 p. \$3.25.

A rather readable book for the non-specialist in mathematics. The contents seem a bit too elementary for use as a text at the college level of instruction.

BROWNELL, CLIFFORD LEE, and WILLIAMS, JESSE F. *Fit and Ready*. American Book Co., c1946. 243p. (Health of Our Nation, Book 3).

Primarily for children on the third-grade level. It deals with the child as a part of the healthy community. The topics have been chosen to fit the needs and abilities of the child.

BUTTERFIELD, WILLIAM H. *Bank Letters: How to Use Them in Public Relations*. The Dahls, 1946 68p. \$2.00.

Although this small volume is intended primarily for bank executives as an aid in public relations, it should have great interest and value to executives in other lines and to Business English teachers. It is concisely written and generously sprinkled with fifty outstanding letters and five useful appendices. The author has compiled in a few pages a whole course in Business Correspondence.

CAPEN, LOUISE I. *Across the Ages, the Story of Man's Progress*. American Book Co., c1946. 844p.

This book presents much valuable material in easily readable form. The numerous excellent maps are well placed in the text, and the pictures and illustrations are of the kind that appeal to the imagination. The group photograph of the United States Supreme Court is, unfortunately, so out-of-date that it shows five members who are no longer on the court. Altogether, the author has done her work well and her book should be a boon to high-schol boys and girls taking a world history course.

CORNETT, R. ORIN. *Algebra: A Second Course*. McGraw-Hill Book Co., c1945. 313p. \$2.00.

A good text in intermediate algebra.

CRAMER, HARALD. *Mathematical Methods of Statistics*. Princeton University Press, 1946. 575p. \$6.00.

A very scholarly treatment of a rapidly developing field of mathematics.

DE SAUZE, E. B. *Nouveau Cours Pratique de Français Pour Commencants*. John C. Winston Co., c1946.

262p. (Winston Modern Language Series).

Based on the Cleveland Plan, known nationally for a quarter-century for success in teaching children to speak and understand French. Newly revised and copiously illustrated, including about a dozen French songs. Excellent for the oral approach.

EDMONSON, JAMES B., DONDINEAU, ARTHUR, and LETTON, MILDRED C. *Civics For Youth*. Macmillan Company, c1946. 405p. \$1.88.

This book is designed to aid youth in making proper adjustments to complex modern living. The youth is related to family, school, government, industry, etc., in such an interesting way that each will be led to make proper adjustments for moral, purposeful living. Where used, it will reduce juvenile delinquency.

EHRENSBERGER, RAY, and PAGEL, ELAINE. *Notebook for Public Speaking*. Prentice-Hall, Inc., 1946. 166p. \$2.65.

A good notebook for speech classes. Gives the student something tangible.

EWING, CLAUDE H., and HART, WALTER W. *Essential Vocational Mathematics*. D. C. Heath and Co., c1945. 266p. \$1.60.

An excellent text on vocational mathematics.

GOGGIO, EMILIO, and TAYLER, N. Y. *Lecturas Iberoamericanas*. D.C. Heath and Co., c1946. 300p. \$1.60.

Selections from twenty seven well-known Spanish American authors. Original vocabulary retained, with many difficult words explained in footnotes.

GRANVILLE, WILLIAM A., and others. *Elements of Calculus*. Ginn and Company, c1946. 349p. \$3.90.

The most recent revision of a text which has stood the test of many years of wide use. It is an excellent text.

HUGHES, HOWARD K., and MILLER, GLENN T. *Trigonometry*, 2d ed. John Wiley and Sons, c1946. 117p. \$2.50.

A very teachable text in trigonometry at the college level.

HYDE, GRANT MILNOR. *Journalistic Writing*; 4th ed D. Appleton-Century Co., c1946. 468p. \$2.00.

A new edition of one of the best textbooks on journalism.

Introduction to Contemporary Civilization in the West, Manual for Volume I. Columbia University Press, 1946. 154p. \$1.00.

A somewhat detailed account of early modern civilization written to parallel the first volume of the Columbia source book.

Introduction to Contemporary Civilization in the West, Manual for Volume II. Columbia University Press, c1946. 163p. \$1.00.

A clear statement of numerous contemporary Western ideas. It is designed to expand and clarify the second volume of the Columbia source book.

JOHNSON, ARNOLD W. *Elementary Accounting.* Rinehart and Co., c1946. 842p. \$5.00.

This is an excellent text in a field that must be up-to-date in methods and procedures. Using the Balance Sheet approach, it proceeds in the logical order of this method. The materials are valid, well arranged, and written in understandable language. The fundamentals are thoroughly treated. Ample problem work, including cases, is provided. This is a usable book—in school and out.

LIPPMAN, WALTER, and NEVINS, ALAN, eds. *A Modern Reader.* D. C. Heath and Co., c1946. 667p. \$3.00.

The teacher will encounter a number of new names and modern points of view, along with some old ones. The selections are stimulating. The biographical sketches are concise. Beyond these things the editors leave the job to the teacher and the student. A good volume of freshman readings.

McFADDEN, CHARLES J. *Medical Ethics for Nurses.* F. A. Davis Co., 1946. 356p. \$3.00.

This book is written primarily to help train the Catholic nurse in the moral obligations of her profession. It deals with topics which are considered by the writer to be very important—topics usually presented in a text written for Catholic nurses. Every one in the medical and nursing profession will not likely have the same points of view on some of the topics.

McINTIRE, ALTA, and HILL, WILHELMINA. *Workers at Home and Away.* Follett Publishing Co., c1946. 262p. \$1.40.

An excellent social studies text for the third grade. Through carefully planned pictures children are sure to become interested in the content. This is divided into six units dealing with food, shelter, clothing, transportation, communication, and people who lived here long ago. Geographic relationships suitable for young children are developed.

MEREDITH, FLORENCE L. *Health and Fitness.* D. C. Heath and Co., c1946. 325p. \$2.20.

Emphasis is placed on scientific facts which make healthful living the only intelligent choice of the individual. There is sequence of personal and community health to motivate this group found to be most valuable in activities for social improvement. Every instructor responsible for teaching of Hygiene to high-school students, as well as those teachers who have themselves lacked opportunity to share in the dynamic concept of positive health, will be glad for this book.

MEREDITH, FLORENCE L. *Hygiene*, 4th ed. Blakiston Co., c1946. 838p. \$4.00.

Presents the modern concept of Individual and Community Health as inseparable. Up-to-date and functional bibliography—complete single index, excellent illustrations and graphs. The text is a step toward a solution of a recognized problem to vitalizing health teaching and to introduce the student to community responsibility for health.

MIDDLEMISS, ROSS R. *Analytic Geometry.* McGraw-Hill Book Co., 1945. 306p. \$2.75.

This is a text prepared specifically for those students preparing for the calculus and the sciences.

MUHLY, H. T. and SASLAW, S. S. *Plane and Spherical Trigonometry.* U.S. Naval Academy, 1946. 205p.

A very carefully prepared text written from the point of view of the technician.

MURNAGHAN, FRANCIS D. *Analytic Geometry.* Prentice-Hall, Inc., 1946. 402p. \$3.25.

A novel treatment of analytic geometry from the point of view of vectors and matrices. This method of treatment was used expressly for the purpose of training students in the methods of mathematics widely used in engineering and the physical sciences. Designed as a basic text for freshmen mathematics.

NOWLAN, FREDERICK S. *Analytic Geometry*, 3d ed. McGraw-Hill Book Co., 1946. 355p. \$2.75.

A very teachable text. The material is carefully organized and presented with a significant freshness.

REES, PAUL K., and SPARKS, FRED W. *College Algebra.* McGraw-Hill Book Co., 1945. 403p. \$2.50.

This text seems to have an abundance of problem and review material. It appears to be a very teachable book.

REYNOLDS, GEORGE F. *English Literature in Fact and Story.* D. Appleton-Century Co., c1946. 547p. \$2.50.

The revision of this handbook makes a good and widely used text up-to-date and more serviceable.

SCHEVILL, FERDINAND. *A History of Europe*, rev. ed. Harcourt, Brace and Co., 1946. 937p. \$4.75.

This is a new and revised edition of an excellent book first published in 1925. There were revisions of it in 1930, '38, '40. It covers the period from the Medieval period to 1946. It is a scholarly and readable account.

SCHORLING, RALEIGH, and CLARK, JOHN R. *Mathematics in Life, Basic Course.* World Book Co., c1946. 500p. \$1.80.

An excellent text for use at the junior high-school level.

SELBY, PAUL O. *The Teaching of Bookkeeping*. Gregg Publishing Co., c1945. 297p. (Gregg Business Education Series).

This is a usable text for teachers of book-keeping methods and for beginning book-keeping teachers. It contains helpful suggestions for the usual teaching situations and an excellent bibliography.

SLADE, SAMUEL, and MARGOLIS, LOUIS. *Mathematics for Technical and Vocational Schools*, 3d ed. John Wiley and Sons, c1946. 532p. \$2.50.

This book contains a great deal of information concerning trade mathematics.

STICKER, HENRY. *The Art of Calculation*. Essential Books, c1945. 256p. \$2.00.

A compendium of drill exercises to develop proficiency in mental computation.

TIFFIN, JOSEPH, and others. *The psychology of Normal People*, rev. ed. D. C. Heath and Co., c1946. 581p. \$3.25.

An introductory textbook designed to appeal to student interests. Summary, questions, and suggested readings for each chapter. Level of difficulty suitable for junior college students.

WEST, RUTH, and WEST, WILLIS MASON. *The Story of Our Country*, new ed. Allyn and Bacon, 1945. 658p.

An American history textbook for junior high school. The book is rather conventionally organized into nine units, with sufficient emphasis on modern America. It is well illustrated throughout.

WHITMAN, WALTER G., and PECK, A. P. *Whitman-Peck Physics*. American Book Co., c1946. 629p.

The outstanding feature of this book is the profuse illustrative material. It would make an excellent text for senior high school, or for beginning college students who wish to study descriptive physics. Problems are touched lightly, but there are many thought questions on each of the thirty-six chapters. Emphasis is on the practical.

War

HALPERIN, S. WILLIAM. *Germany Tried Democracy*. Thomas Y. Crowell Co., c1946. 567p. \$3.75.

This is a scholarly account of the political history of Germany from 1918 to 1933. For those who try to understand the rise of Hitler, this volume is indispensable. An excellent analysis of conditions in Germany after the First World War.

KRAVCHENKO, VICTOR. *I Chose Freedom*. Charles Scribner's Sons, c1946. 496p. \$3.50.

The story of a Soviet official who dared to break with the regime while on a mission in the United States. It presents a

vivid picture of Soviet Russia and explains why this man considered the considerable risk of breaking off from the Communists as worth taking.

Books Received

ASSOCIATION FOR CHILDHOOD EDUCATION. *Portfolio for Intermediate Teachers*, prepared by 1944-46 Middle School Committee. Association for Childhood Education, 1946. 50c.

BRIDGERS, EMILY. *The Arts in the Soviet Union*. University of North Carolina Press, c1947. 39p. (University of North Carolina Library Extension Publication, Part II).

BROWN, ESTHER LUCILE. *The Use of Research by Professional Associations in Determining Program and Policy*. Russell Sage Foundation, 1946. 39p. 25c.

COLEAN, MILES L. *Your Building Code*. National Committee on Housings, Inc., 1946. 29p. 35c.

DAHL, J. O. *The Efficient Bellman and Elevator Operator*. The Dahls, c1946.

DAVIS, CHARLES E., and FRESHWATER, E. B. *American History Workbook for High Schools*. Macmillan Company, c1946. 192p. \$1.00.

Graded and Classified List of Books for Young People for All Grades, Primary through High School. G. P. Putnam's Sons. 64p.

Guidance in Number Work, Grades one and two. Lyons and Carnahan, c1946. (Arithmetic for You Program).

GULLETT, CAMERON C., and others. *Teaching a Modern Language*. F. S. Crofts and Co., 1942. 136p.

HOLY, T. C., and FLESHER, W. R. *A Study of Public Education in Hamilton, Ohio*. Ohio State University, c1946. 226p. (Ohio State University Studies).

INTERNATIONAL LABOUR OFFICE. *The ILO at Work, Some Recent Activities of the ILO*. International Labour Office, 1946. 25p.

LERNER, MAX, and ELIOT, GEORGE F. *World of the Great Powers; Military Strength of the Big Five*. Foreign Policy Association, 1947. 94p. 25c. (Headline Series, 61).

LEWIS, DORA S., and others. *It's Your Home; A Student Guide to Homemaking*. Macmillan Company, 1946. 173p. \$1.00.

TIDWELL, R. E., and MORTON, J. R., eds. *Alabama's Resources and the Schools*. College of Education, University of Alabama, 1946. 31p. (University of Alabama Bulletin, New Series, No. 312).

U.S. DEPARTMENT OF AGRICULTURE. *Community Canning Centers*. U.S. Government Printing Office, 1946. 86p. (Miscellaneous Publications, No. 544).

WARBURG, JAMES P. *Germany, Na-*

tion or No-Man's Land. Foreign Policy Association, 1946. 62p. 25c. (Headline Series).

Corrections

CARINGTON, WHATELY. *Thought Transference*. Creative Age Press, c1946. 287p. \$2.50. Incorrectly listed on page 182, November Issue, 1946.

JOHNSON, WILLIAM H., and NEWKIRK, LOUIS V. *General Woodworking*. Macmillan Co., 1946. 283p. \$2.00. (Industrial Arts Education Series). Incorrectly listed on page 189, November Issue, 1946.

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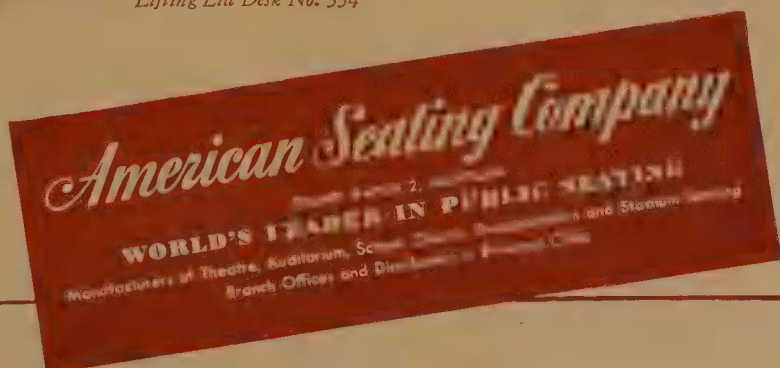
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Educational Guidance: Its Principles and Practice

By Ruth Strang

Professor of Education, Teachers College, Columbia University

Dealing concretely and in detail with the problems most frequently encountered by faculty advisers and counselors in secondary schools and colleges, this book provides invaluable aid in understanding students, and in acquiring a knowledge of educational opportunities, programs of educational guidance, and the principles of counseling. An important feature of the text is the inclusion of many examples of actual interviews for analysis and discussion. *To be published in April. \$2.75 (probable)*

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VOLUME 24 • NUMBER 6

CONTENTS



Teaching Children According to Their Individual Needs	322
Craddock H. Jagers	
How One Laboratory School System Attacks Its Problems	327
J. W. Carrington and Associates	
The Pioneering Character of Demonstration School Teachers	332
J. C. Matthews	
Techniques and Values of Parent Conferences	336
Lofton V. Burge Bess L. Stinson	
The Laboratory Schools and the Education of Teachers	343
Ralph M. Lyon and Associates	
Supervised Student Teaching at the Eastern Illinois State Teachers College	349
Harry L. Metter	
For a Better Integrated Programme	374
Ellis F. White	
Index to Volume 24	378
Peabody Bimonthly Booknotes	381

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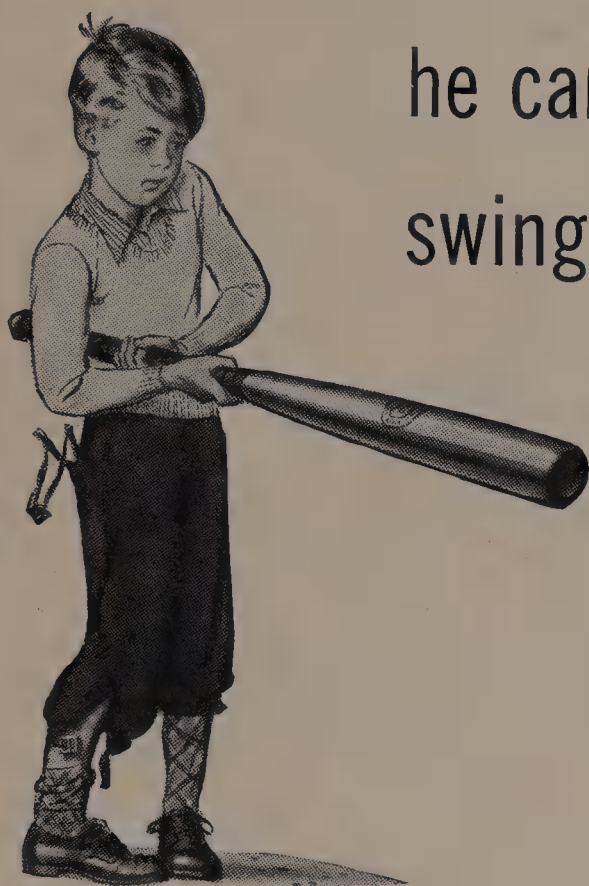
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TEACHING CHILDREN ACCORDING TO THEIR INDIVIDUAL NEEDS

CRADDOCK H. JAGGERS

Director Training School, Western Kentucky Teachers College

The belief that all children should be taught according to their needs and interests is a part of the educational philosophy of Western Teachers College Training School. It is the aim of the school to give student teachers an opportunity to observe this principle of education in operation and to give them practice in such teaching under the direction of competent supervising teachers.

In order to implement such a philosophy it is necessary for a teacher to know as much as possible about each of her pupils. The Training School at Western has a cumulative record system for all students. These records include such information as intelligence test scores, achievement test scores, personality tests, health records, special ability tests, vocational preferences, the socio-economic background, and any other information which the school has been able to secure and which might help the teachers to understand the needs and interests of their students.

Those students with average ability who are well adjusted and who progress at a normal rate receive, in the main, group instruction. The slow learner, the emotionally unstable, the superior student, the physically handicapped, and others who vary considerably from the so-called normal, are chosen for special study and individual instruction commensurate with their abilities, interests, and needs.

To be more to the point: A child who has failed to learn to read after being in school for two or more years, and students transferring to the Training School, who show by formal and informal tests that they are one or more years retarded in the fundamental subjects, are referred to the clinic for a diagnosis of their difficulties. Needless to say the results of the clinical studies may show many causes for the learning difficulties and retardation. It is here that the cumulative

records are of most worth. For many of our problem cases much of the needed information has been assembled and is available to any member of the instructional staff who needs it. In some cases even practice teachers are permitted to use the cumulative records.

For the sake of specificity here are some of the difficulties or causes of slow learning revealed by the case studies and clinical methods: low intelligence, social immaturity, poor vision, poor hearing, irregular attendance, blockings, poor study habits, and others. Poor progress is seldom caused by any one thing. In most cases there is a complexity of causes. The factors of such a complexity are not of equal importance.

An article of this length will not permit a review of many remedial cases but it is felt that some cases are necessary in order to show specifically just how the diagnostic and remedial techniques are used in the Western Training School.

The first case reviewed here is of a boy 10 years old who could not read in a preprimer. He had been promoted from year to year and was at this time in grade four. His I.Q. (Binet) was 101. Telebinocular tests showed normal vision and audiometer tests revealed no difficulties in hearing. There were no signs of emotional disturbances. He was given a thorough physical examination by local physicians. He was adjudged a perfect specimen of health. He had attended school regularly and had had good teachers. Yet he could not read. No reason for his nonreading could be found except that for some cause he did not learn to read readily in the first year of school, was promoted to the second grade and given second grade reading material which he could not do. During his third year he was further confused by giving him third grade material. He should have been promoted with his social group but should have been taught according to his needs. The remedial program in the Training School began by giving him individual instruction in primary materials. Almost immediately he began to show progress and in three years he had caught up with his group. He is now in high school doing satisfactory work.

Another interesting case is that of a boy whose I.Q. (Binet) is 123. He had been in the Training School for four years, but could not read above the first grade level. He had no physical difficulties such as defective hearing, poor vision, or poor health. He was well adjusted emotionally. He had a good socio-economic background. His parents were called in for consultation. This and subsequent interviews revealed the difficulty to be that his mother had always done his reading for him. The boy had never felt a need for reading. He had a rich fund of general information and entered into most classroom discussions with enthusiasm. He did most things well except reading. His mother

agreed not to read for him. He soon realized a need for reading. After several months' instruction in the mechanics of reading he began to respond favorably. In two years he was able to participate in the reading exercises of his class. Today according to the New Stanford Reading Test he scores two years above his grade placement. He is doing better than average work in all his subjects.

This is a case of a senior girl who had a fair record for the first-three years of her high-school work. At the end of the first semester of her senior year all her teachers reported her as failing. They described her as listless, uninterested, indifferent, and inattentive. Her cumulative record gave no clue or insight into her difficulty. A visit to the home found nothing to indicate any serious emotional difficulties. All investigations were fruitless until it was decided to repeat some of the tests which her cumulative record showed she had passed successfully. The audiometer tests showed a deterioration in hearing. She was referred to a physician and a few corrective treatments restored her hearing. In a short time her school work was greatly improved. She graduated with her class.

There came to the ninth grade of the Training School last September a boy who had been graduated from the eighth grade of one of the small rural schools of Warren County. A statement from the county school officials that he had finished the eighth grade was all that was known about him. With one accord and almost in concert his teachers reported that he could not do ninth grade work. Immediately an investigation of his case was begun. Briefly, here are some of the things that the examination of the case revealed: low I.Q., (Binet) 65; reading score on New Stanford, 4th grade average; arithmetic score on New Stanford, 5th grade. He has no pronounced physical handicaps, has a pleasant disposition, makes friends quickly, and is willing to try. These findings were brought to the attention of his teachers. His program was radically changed. He now spends one hour per day in the industrial arts shop. Instead of taking the regular ninth-grade English course he spends one hour per day in the remedial reading-room; he has drills daily in practical or functional arithmetic instead of algebra. Instead of attempting to study ninth-grade history he is encouraged to read easy social science readers and easy historical stories. He is given instruction in spelling and letter writing. There will be no attempt made to "push" him through high school. In the two or three years he probably will stay in school, he should be able to reach the educational level of the 7th or 8th grade. There is no reason why he should not make a well-adjusted, happy citizen.

A boy in the fifth grade presents an interesting challenge. His I.Q. is 146. On the New Stanford Advanced Battery his score is approximately 10th grade. Though his reading score is somewhat better rela-

tively than his scores on other subjects, he may be called well balanced in his achievement. Since he has been double promoted one time it is felt that for him to skip another grade might result in a serious social displacement. Quite a bit of social and emotional guidance is necessary since he often becomes bored with the things the other children do. To be brief, he has been given an enriched program for the past two years. He has been excused from most of the drills or other class exercises done by his grade. He is frequently seen reading high-school texts in history, science, and literature. Recently he has made a study of the rock formations of this community and is able to indentify many of the rocks and fossils of this area. He amazes adults with his extensive knowledge. As long as the present plan of an enriched program works he will remain with those of his own chronological age.

From one of Kentucky's best school systems there came to the Training School last September a boy who had been promoted to grade three. He was a total nonreader. Of course he could not spell or write, but had some fairly well-developed number concepts, if they were presented orally. He was studied with as much detail as possible. No reason could be found for his nonreading except a slight blocking. He was given reading instruction in first-grade materials by the commonly used primary methods. After weeks of intensive effort he showed no progress at all. As a last resort the kinesthetic method was used. Almost immediately he showed improvement. Within two months' time he was reading well preprimer and primer materials. He is at the present time reading satisfactorily in first readers. Gradually the kinesthetic exercises are being reduced and the use of visual and auditory perceptions are coming more and more into prominence. It is felt that the solution to his problem has been found and that with continued individual instruction he will, within two or three years, be able to go along with the children of his approximate chronological age.

This is a case of a girl whose average I.Q. on several intelligence tests over a period of years is approximately 70. She is now in grade 8 and recently made a score on the New Stanford Achievement Test, Advanced Battery, equivalent to grade 5. She is well adjusted and seems to have no inferiority feelings. She has had individual instruction in reading, arithmetic, spelling, and functional English for 5 years. It is thought by those who have worked with her individually and in classes that she probably has just about reached her maximum level of academic achievement. She participates in the social activities of her group. She smiles incessantly and is a good conversationalist and is well liked by teachers and pupils. She has no marked interests. However, the best grade she has made in junior high school was on a course in home economics. Since she has no special interests or apti-

tudes that we have been able to find her problem seems to resolve itself into the question of guidance along the lines of social and personal adjustments. She is sixteen years of age, and is amenable to the regulations of the school and to the mores of the community. There is no obvious reason why she should not make a happy and desirable member of our social order.

Again may it be said that it is the practice of the teachers of Western Teachers College Training School to find the ability and achievement levels of their students, their physical handicaps and defects, their emotional hindrances, their economic and social status, and then to plan and execute an instructional program that is in keeping with their immediate and remote needs.

This is a brief and fair statement of one phase of the Training School's effort to take care of her own students and to train teachers to go out and do likewise.

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HOW ONE LABORATORY SCHOOL SYSTEM ATTACKS ITS PROBLEMS

J. W. CARRINGTON AND ASSOCIATES
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Laboratory schools need continually to evaluate their programs and to improve their services. Each laboratory school has its own problems, and the method of attack on the problems must be adapted to the needs of the school. This article deals with how the staff of one laboratory school system is attacking its problems.

The laboratory schools at Illinois State Normal University consist of an elementary school and a high school on the campus, a state elementary school located in the city of Normal, and provisions for student teaching in nine off-campus schools. These schools serve the traditional functions of observation, demonstration, and student teaching. They also serve public school teachers as schools for visitation and consultation, and they serve in the general in-service education of public school teachers.

In attacking the problems of the laboratory schools the staff is operating on the following principles:

1. The problems must be clearly and explicitly defined so that they can be attacked.
2. The co-operative efforts of all staff members in the university are needed in the solution of the problems.
3. A great deal of time and persistence are needed in staying with the problems until they are solved.
4. Experts or specialists are to be called in to help with the solution of particular problems when staff members indicate a need for assistance.
5. As soon as agreed-upon practices and policies are established, provisions must be made immediately for getting them into action.
6. There must be continual rethinking and evaluation of proposed solutions in terms of effects upon student teachers.

After about two years of deliberation as to the proper function of the laboratory schools in a teacher education institution and after consideration of the most pressing problems in the laboratory schools, it was agreed to attack the following problems:

1. How to secure a better co-ordination between the theories and practices found in the laboratory schools and the material taught, advocated, and practiced in the rest of the institution.
2. How to improve the knowledge of subject matter of students before and while engaged in student teaching.
3. How to organize, administer, and perfect the work in Special Methods. In this university organized methods courses have been eliminated and the critic or supervising teachers are responsible for all instruction in Special Methods. Allowance has been made in the supervising teacher's load and the student's load to do this work.
4. How to evaluate the growth and development of student teachers.
5. How to improve the administration of the laboratory schools so as to do better what they are now attempting and to get into action any new proposals or policies that will grow out of the work now being attempted.

Following the good old American custom, a committee was assigned to attack each of these problems. A group of about twenty staff members selected staff members to serve on these committees and cochairmen for each. A detailed outline of the work of each committee was prepared to serve as a guide in attacking the problems. The committees have been at work about five months. A few things to do have been "nailed down." Much of the work is still in the deliberation stage. Below is given a brief description of what each committee is attempting and some comments on the progress that has been made.

The Co-ordination Committee is aware of the fact that there is just *one* teacher education program in the university. It is concerned with every phase of this program but it is beginning with the laboratory school as a point of vantage in securing better co-ordination.

Recently the head of each of the seventeen departments in the university was asked to appoint one person from his department to serve as a co-ordinator of the work in the department with the work in the laboratory schools. The committee is developing ways and means of using these co-ordinators in carrying on their work.

The Subject Matter Committee has set as its task to determine weaknesses of the student teacher in subject matter preparation and to refer evidences of weaknesses to the proper university departments for discussion and action. It is also working with the seventeen co-ordinators mentioned above and it plans to secure suggestions from alumni who are teaching in public schools. It hopes to play some part in the future planning of Education and subject matter courses and in planning the professional experiences of teachers in training.

The Evaluation Committee is primarily concerned with improving

the evaluation techniques to be used in evaluating the growth and development of students during their regular assignments for student teaching in their senior year. Soon after it attacked this problem it realized that the problem could not be solved without taking into consideration all the experiences the student has had with children, youth, or adult groups throughout the four years of training. As a result the committee has divided into two groups with one group considering ways of evaluating all the experiences of student teachers throughout their four-year course and the other group working on ways of evaluating the work of the students during their regularly assigned student teaching in the senior year.

This committee has to determine what constitutes a good philosophy of evaluation. It also has to determine the place of general purposes and objectives; the types of evidence that show growth and development, and functional evaluation techniques. The work of this committee is basic to the whole teacher education program and it may take time before the results of its work can noticeably affect the teacher training program.

It is a new departure in the university to have the supervising teachers in the laboratory schools be responsible for all Special Methods work and this committee has had to start from scratch. It is establishing general purposes and objectives, and is helping the supervising teachers in the seventeen departments to outline their work. It is also attempting to find out what principles or concepts of method the students can be expected to know when they report for student teaching in their senior year.

The Administration Committee has two main functions to perform. One is to examine critically the present system of administering the student teaching program and to recommend improvements. This function will require the committee to consider standards that students must meet before being assigned to do student teaching, the system of assigning the students to particular grades or subjects, provisions to be made for group meetings of student teachers, the formulation of general instructions for student teachers, the determination of the amount of academic credit to be given for student teaching, and the consideration of many other administrative problems. The other function of the Administration Committee is to take due note of the recommendations of the other four committees and to determine how they can be incorporated into the over-all laboratory school program in the university. In short, it becomes the clearing house for the work of all the committees.

PROGRESS TO DATE

Since the five committees have only been working five months there is little to report of actual accomplishments but a few things can be mentioned.

The Co-ordination Committee is arranging for the staff members of each of the seventeen departments to visit in the laboratory schools and to meet with men in a social-professional way. This has been done with the English and social science departments and it has helped to bring about a better appreciation of common responsibilities in the education of children and the education of teachers.

The Co-ordination committee collected information on the work of the seventeen co-ordinators that were appointed by the heads of departments and distributed it to faculty members and this is proving helpful in suggesting ways in which the work of co-ordination can be carried on. It has helped start a curriculum project in English in the elementary school by securing the co-operation of the elementary teachers and the staff of the university English departments in carrying out the project.

The Subject Matter Committee has prepared a questionnaire for teachers in the laboratory schools to determine their viewpoints on the subject matter weaknesses of student teachers. This same questionnaire was used with student teachers because it was believed that students should recognize their own weaknesses and have a voice in improving the university program. The results will be incorporated into a master sheet and given to all departments and will be discussed in departmental meetings. This type of investigation of subject matter weaknesses will continue year after year and a continuous effort will be made to improve the subject matter preparation for students.

The Evaluation Committee has spent most of its time in developing principles and a philosophy of evaluation. Dr. Maurice Troyer was called in as an expert to help clarify its thinking and to plan next steps. Evaluation, in the sense that this committee has conceived the problem, is a comparatively new type of thinking and the results of its work are bound to develop slowly.

The Special Methods Committee has reviewed the work of Special Methods in eight departments and is developing outlines that will help every department. By the end of the school year a good many of the content problems of the work and the administrative problems will have been satisfactorily solved. Some departments have developed seminars where all supervising teachers and student teachers discuss their problems. It is believed that other departments will develop such seminars and co-ordinate the work with what goes on in the traditional supervising teacher—student teacher conferences.

The Administration Committee is developing a student teachers' handbook which will be of great help to all faculty members and students. This will be a looseleaf type of handbook so it can be continually revised as the work of the five committees proceeds. The committee has been successful in having student teachers for the second semester assigned six weeks before the end of the first semester so they could get acquainted with their supervising teachers, visit classes a few times, and gain an idea of the work they would be expected to do as student teachers the second semester.

THE FUTURE

The work of the five committees gives promise of decidedly improving the work in the laboratory schools. The members of the committees are showing a great deal of initiative, and are giving freely of their time. Some of the problems they have attacked have never been completely solved by any teacher education institution and are problems that are always with us. Specialists will be called in later when problems arise and when it is believed these specialists can make a definite contribution to the thinking on or solutions of the problems.

The principles stated at the opening of this article have been closely followed and a great deal depends on carrying out No. 3, namely, taking the time needed to solve the problems and the use of the persistence that is necessary to stay with problems until they are solved.

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THE PIONEERING CHARACTER OF DEMONSTRATION SCHOOL TEACHERS

J. C. MATTHEWS

Dean, College of Education, Denton, Texas

From the very first the distinctive feature of the normal school or teachers college has been the use of a school for children as an integral part of the institution. The Reverend Samuel R. Hall opened the first normal school in Concord, Vermont, in 1823 and admitted a few children for the purpose of having a class to be used in his demonstrations of how to teach. In 1825 Reverend Thomas H. Gallaudet said in his plan for normal schools, "Let there be connected with the institution a school in which the theories of the professors might be reduced to practice. Let the students take their turns in the instruction of the experimental school." Thus the idea of the use of example as well as precept was inherent in the normal school plan. In fact, it was so inherent in the plan that in some instances the Model School was opened as the first step in beginning a teacher education program.

It has been this school for children which has kept evangelism for the public schools alive in the teacher education process. Much has been said and written about the place of the demonstration school. Many have held that it should be the center of the teachers college. It matters little whether they had in mind a geographical location or a nucleus for developing the program of teacher education. The point is that the literature is replete with acclaim for the school for children on the teachers college campus.

One of the chief reasons for the evangelistic spirit and the unique and continuing contribution of the children's school is to be found in the pioneering character of the teachers who have taught in them. Perhaps nowhere in our public school program has so small a group continued to influence so many to change their teaching, as change is needed, and perhaps no group has worked with less recognition.

Many of the presidents of teachers colleges have been complimentary of the staff of the children's school, making such remarks as, "If I had my administration to live over, I would recruit all of my college teachers from the training school because I have found them to be the best teachers," but even this compliment is given in complete anonymity.

The very nature of the situation demands pioneering. "What is wrong with the laboratory school?" "Can you do that in a regular school?" "Can you demonstrate the new technique we have been studying?" and similar questions keep the teacher on the frontier of educational thought.

Daniel Webster complained that "We teach too much by manuals, too little by direct intercourse with the pupil's mind; we have too much of words, too little of things." The challenge of this and similar complaints has been instrumental in developing the philosophy of the demonstration school teachers. It is here that their true pioneering spirit has flowered. Many have been their opportunities to turn back or to formalize some new technique, but they have refused to become routine workers or to grow weary in their quest for a school to meet the needs of a dynamic democracy.

As a result of this quest, creative thinking and consideration of the child as a person have been the most distinguishing characteristics of these teachers. They have been characteristics of the teachers in the children's school from the first. The Reverend Cyrus Peirce, first president of Lexington, Massachusetts, had learned to control children without the use of the switch or the prize for good conduct. This was the beginning of the concept of the child as a person, but pioneering teachers have expanded the idea with every new professional experience. Nicholas Tillinghast, the first president at Bridgewater, insisted that there be in every child's mind a compelling reason for what he believed. Thus creative thinking and the problem solving technique were conceived early, too, and they have been refined as new truths have been developed.

Professor I. L. Kandel of Teachers College, Columbia University, has quipped: "And Herbart begat apperception and apperception begat interests and interests begat ideas and ideas begat conduct. But a new lord arose and smote Herbart and cast him out with all his terminology and with effort and with discipline and created a new interest in his own shape and likeness, an interest born of the individual's needs and urges, and interest begat thinking and thinking begat study and out of study there was born socialized recitation; the socialized recitation and interest begat activity leading to further activity, and activity begat the project and the problem; and out of these twain there was begotten creative activity and out of creative activity came education for a new social order. And the latter end is worse than the first for it knows not whence it has come nor whither it is going."

Oh no, it is not worse! Yes, they do know where they are going! The list of stages in improved teaching techniques is as definite an

indication of growth as is the long list of improved methods of crossing rivers which have been developed by our geographic pioneers.

Our normal schools were born out of the need to perpetuate a new way of life which had been conceived in the English colonies of America. This new way demanded a different kind of education. It is toward that different kind of education which has been visualized for the schools in a democracy that we have been moving. Here the teachers in the children's schools have been interpreters of the kind of school the democratic way demands and prophets of the direction in which the public schools should go. If demonstration school teachers should ever decide that they had found "the technique" and then formalized it, our democratic way would tend to lose its dynamic quality. This could happen, for even pioneers at times have a longing to settle down and rest.

Pioneering is hard, unglamorous work. It is especially hard and unglamorous in the children's schools because it is easy to criticize. The very nature of their position demands that the demonstration school teachers accept criticism. But it is this criticism which has impelled them to toil unrelentingly to bring about a new day and yet another new day in teacher education. Not all of the teachers of the children's schools have made contributions to public school progress, but as a group there have been more contributors and they have worked longer hours and with more persistency than has been recognized in any writings, including their own.

Some superintendents who have objected to the new techniques of these teachers only to embrace the same techniques later have asked, "When are you going to settle on some method and stay with it?" How they misunderstand this pioneer teacher! That is the point. Improvements can be made. It is the role of the pioneering teacher of the children's school to build the new road, run the new risks, discover the new dangers, make the new road easier for others, and encourage them to take it.

It has not been the role of these teachers to invent change merely to be different; it is their function to stay on the frontier of educational developments and to demonstrate the effectiveness of techniques which logic proves sound.

There is developing in this country a tendency to change the teachers college to a regional college. Public school superintendents are viewing this movement with alarm, for they are wondering where their teachers will be developed. This is not the crux of the issue. Teachers will be educated somewhere. Will they be developed without the experience of living with these pioneers of the children's school? Will they get their professional growth in an atmosphere which makes them proud of the teaching profession? Here is the

issue. If the colleges should abandon these two influences, teaching would become more institutionalized, facts would become more important than problem solving, and children would be considered less as persons.

Teacher education institutions, by any name, must keep a children's school on the campus and keep alive the pioneering tradition of its teachers. There is much pioneering yet to be done.

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TECHNIQUES AND VALUES OF PARENT CONFERENCES

LOFTON V. BURGE
BESS L. STINSON

Western Michigan College of Education, Kalamazoo, Michigan

The purpose of the Training School in relation to the teacher training institution is most generally thought of as a teaching-learning situation, in which prospective teachers may, during their period of training, observe experienced teachers teaching, participate in classroom activities, and gain a limited experience in teaching. This function of the training school emphasizes methods and techniques of teaching with a greater stress upon performance than upon understanding of the child, his needs, and potentialities. The growing emphasis upon child growth and development in education and the experiences which a child has prior to entering school presents an additional challenge to the kindergarten supervisor of a training school. It is necessary not only for her to gain as complete information about the children for developing more effective teaching-learning situations, but also creating on the part of prospective teachers assigned to her a greater sensitivity to understanding the child.

As a means of further refining techniques of teaching, thus developing more effective teaching-learning situations for both children and college students, the Campus training school at Western Michigan College of Education has for the past six years studied intensively the kindergarten children, prior to their entering and during the early weeks of the school year. The purpose of this article, therefore, is to give somewhat in detail the procedure used during this six-year period, report some of the findings, and indicate some of the values which may be derived from the study.

During this period, approximately two hundred four-and-one-half to five-year-old children have entered the campus kindergarten. The home background of these children ranges from the lower middle to the upper class, using family incomes and occupations as indices. The greater number of the children come from comfortable homes as classified on the economic basis. The education of the parents ranges from elementary school to college graduates with a high percentage from the college group.

The first basis of selecting children for the kindergarten is upon application by the parents. These applications are considered in the order in which they are filed, provided the child will have reached a chronological age of four and one-half years, preferably five years, by the beginning of a school year, and have attained a stage in growth and development that will permit it to continue in school with a reasonable degree of success. The writers are aware of the fact that limiting the chronological age to four and one-half may eliminate a few children who would profit by being in school.

During the early months of spring, parents who wish to enter their children at the opening in the fall session are called and an appointment is made for the parent to bring the child to school for a Binet test. While there are a number of criticisms which may be made relative to this test for the four and one-half- and five-year-old, it does serve for giving some concept as to the child's mental maturity. The tests are administered by the supervisor of the kindergarten and this contact affords her an opportunity to observe the child in relation to his parents, and also to observe his reaction to the school environment to which he may soon become a part. After the testing program is completed, approximately thirty-five children are selected for the following school year.

The workers in the area of child growth and development emphasize no one thing more strongly than the importance of gaining knowledge of the child's early years and the present environment in which he lives. With a belief that the parents are in the best position to interpret the family background of their children, conferences between parents and the kindergarten supervisor are arranged for gaining this information. Initial conferences, so far as time permits, are held between summer and fall sessions. Some years initial conferences are postponed until the child has been in school six weeks or longer. The reason for this changed order is that the supervisor may have at least a limited basis for opinions that can be shared at the initial conference. The writers prefer the pre-school conferences, however, since they give the parent an opportunity for freer flow of thought, uninterrupted by preconceived teacher opinions. On the other hand, after the supervisor and the student teachers have had an opportunity to observe the children in school relationships, the supervisor may find a basis for counseling with the parent relative to existing needs of the child. Conferences held during the school year also afford student teachers the opportunity, in so far as their programs permit, to be present at some of the parent-teacher discussions.

For the most part, the teacher-parent conferences are held at the school. Both parents are invited to participate, but so far only a few fathers have attended. In a few cases, however, where the mother is

particularly interested in having the father present, she asks the supervisor to the home for an evening visit. While the home visitation provides an initial contact, it is quite probable that the school affords a situation for conferences in which there are fewer factors to distract from the primary purpose of gaining the most information about the child.

Whether the conference is held at school or home, the degree of its success depends largely upon the attitude of the parent. Then, too, the attitude of the person being interviewed depends upon the feeling of confidence which he has for the interviewer. The preface to the conference is the assurance on the part of the supervisor that any personal information which the mother may supply in interpreting her child will be treated confidentially. The approach used in opening the discussion is the question, "What has happened to your child during his life that you feel may have had an important bearing upon his behavior?" That the discussion may not be interrupted the parent and supervisor are provided with pencil and paper on which each may jot down points to discuss more fully later in the conference.

During the conference which lasts from two and one-half to three hours, the parent is encouraged to speak freely along lines in which she shows interests, and about which she wishes to talk. As may be expected, however, parents vary widely in their ability to report their children's experiences. There is also variation in the parent's evaluation of those experiences which may be significant in the child's life. While most parents respond freely in discussing the questions, a few appear defensive rather than objective in their reactions toward the personality patterns of their children. There are also those parents who evade main issues, who find it difficult to share confidences, and who remain silent about personality characteristics of their children. These parental points of view are respected at all times.

Throughout the conference the supervisor merely notes information relative to the following points: (1) family background, (2) physical development and health of the child, (3) the child's relationship with other people, (4) the child's interest in and knowledge of his environment, (5) the personality of the child, (6) what the parent feels the school should do for the child, and (7) any other items which appear significant in interpreting causes of behavior. The supervisor develops and records these notes immediately after the conference. These data form the basis for the cumulative record which is used throughout the kindergarten year, and which may be of value throughout the child's school years.

This information gained from the parent often discloses cases of physical disturbances which need to be guarded. One mother reported that the X ray revealed the articulation of Edwin's bones two years

plus behind normal growth. He was able to climb only as a three-year-old, yet he insisted upon the daring ventures of the five-year-old level. He needed to face the situation. The teacher now has the opportunity to explain the situation to Edwin, helping him see that he is a bigger person to accept these physical limitations and live accordingly. Another is the case of Sara who had a weakened heart condition because of scarlet fever and who could not participate in strenuous games. An excellent illustration, in which the supervisor could be of special help, was Mary whose mother asked, "Is Mary hard of hearing or just plain negative?" The conference revealed that Mary was guarded and dominated by four adults, and that in all probability she had chosen "hard of hearing" as her escape.

There are also illustrations of conditions which may affect both the physical comfort and emotional satisfaction of the child. For example, the supervisor may need to advise the mother as to the type of clothing best suited for contributing happiness to the child's school life. When Jane bumped into another child and soiled her shell pink coat, she screamed distressingly, not about the slight injury to her head but because of the blood on the coat and the possible outcome at home. Another case is Clarice who refused to join in group play lest her huge fluffy ribbon bows should become wrinkled. These illustrations of dress, together with the case of Beulah who was inhibited from participation in group play due to her long curls which her mother had warned her to keep in place, afford the supervisor an opportunity to advise mothers that work clothes and party clothes need be quite different even at kindergarten level.

Beyond the facts of a physical nature which leave more or less tangible evidence are experiences in the realm of emotion which may influence the child's personality. Parents can be and often are very helpful to the class-room teachers in dealing with these "intangibles" which, with their subtle meaning, may prove an outlet toward or barrier to optimum development. The conferences are helpful in showing supervising teachers where to tread lightly, in what areas pressure may be withstood with less possibility of injury, and suggesting techniques which may give aid to a disturbed child, or provide additional satisfaction to a normal child so that his emotional development may be safeguarded.

In this area of emotional development the supervisor did not find it difficult to council with the mother of Marjorie who had suffered an accident at the age of two, accompanied by enforced hospitalization for three months. This experience with its memories probably accounted for Marjorie's screaming behavior when her mother left her at school. Information on this early experience offered a challenge for unusual patience as the teacher waited for Marjorie to re-establish a necessary

sense of security. In such situations as these the mother and teacher can work co-operatively for developing an emotional adjustment in the child. On the other hand, an interview may reveal a situation with which it is more difficult to deal. For example, Larry's mother could not bring herself to face the fact that Larry's severe speech difficulty, his pugilistic practices toward his peers, and his fantasizing most probably had as its source the constant bickering which had ended in the divorce of his mother and father.

Another illustration of the cause of emotional behavior which was revealed in a conference and a problem which presented difficulty was the case of Jay whose father showered all his affection on an older brother. The mother said that she was constantly trying to have her second son and his father become acquainted so that they might enjoy each other. The resulting situation of the father's preference for the older brother was that Jay was becoming more babyish each year and clung to his mother in an infantile manner. Upon entering school Jay extended his clinging to the supervising teacher. While this problem is one with which it is somewhat difficult to deal, it does give insight into Jay's behavior and offers a challenge to the teacher to be more patient toward him in his difficulty.

In discussing the question, "What the parent feels the school should do for the child?" most mothers say they want their children to adjust to group life and be able to get along with other children. While the primary objective of the conferences is to obtain information concerning the early years of the children, this question of what parents expect of the school affords an opportunity to council parents as to what contribution they can make to the school and also to explain some of the policies of the school to them. Parents should be well informed as to the playground facilities, the lunch hour, safety regulations and the kindergarten curriculum together with the more important developmental phases of the individual.

Parents are invited to future conferences with the kindergarten supervisor as frequently as they may choose to come. They are also invited to visit the kindergarten that they may observe their children in their relationship to their peers. Such visitation frequently provides stimulation for other planned conferences which for the most part are with parents of the normal, well-adjusted child. This parent visitation, however, may stimulate the parent of the slow learner to ask for an additional conference hour and the parent may be more receptive to face the fact that some children develop at a slower rate than others, and that her child may be one who is growing more slowly.

Some of the values which may be derived from a study of this type may well be classified as "intangibles" since no one is able to tell just what effect the visitation between teacher and parent may have

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upon the growth and development of the child. The difference in points of view of workers in the field of child study as to what information about the individual has significant value in his growth and development varies widely. It is difficult, therefore, to predict just how recordings about the child may be interpreted and used in guiding him. From the point of view of the writers, however, there are the following positive values to be derived from the parent-teacher conference at kindergarten level.

1. The obtaining and evaluating of the information gained from the conferences gives impetus to further study of the professional literature in the area of child growth and development, and a desire to study more intensively a greater number of children.
2. The data obtained present a challenge for continuous curriculum revision at the kindergarten level.
3. The experiences in the conferences and a study of the data on individual children should be of value to student teachers in shaping their philosophy relative to the individual child and his needs.
4. The information obtained about the early years of the child provides basic data for cumulative records which may be of value to teachers in other grades.
5. The conferences provide an opportunity for the teacher to interpret the school and the basic purposes of education to the parent.

Only through mutual respect among persons and institutions responsible for guiding children may education be at its best. When the school recognizes the sincerity of parental efforts even though parents appear blinded by subjectivity; when the home appreciates the fact that the school is putting forth its best efforts even though errors in philosophy and techniques may be pointed out; and when educative forces at all levels join in mutual respect for the individuals of all ages, then the study of the young child will make its more meaningful contribution to the educational program.

THE LABORATORY SCHOOLS AND THE EDUCATION OF TEACHERS

RALPH M. LYON AND ASSOCIATES
Georgia Teachers College

The gap between theory and practice in teaching was recognized by Plato¹ and probably existed soon after "New First" established a school for the students of Chellean times.² Montaigne criticized this deficiency when he said:

Even as birds often go in quest of grain and without tasting it carry it in their bills as a mouthful for their little ones, so do our pedants go about picking up learning from books, but never lodge it further than their lips . . . Their scholars and their little ones are never a whit the better nourished and fed by it. Thus doth it pass from hand to hand to this end only, to make a parade of it, to entertain others therewith, and with its help to frame tales, like a counterfeit coinage, unprofitable for any other use and employment . . . We take into our charge the opinions and knowledge of others and that is all; we ought to make them our own.³

Pestalozzi's greatest contributions to education lay in this same area. He stressed the importance of sense perception (intuition) in learning and emphasized the joining of language (words) with objects.⁴ In the late nineteenth century, the schools of Francis W. Parker⁵ and John Dewey⁶ in Chicago were notable in that they brought together living and learning. The fact is this problem appears to recur so frequently in education that some leader in every age must work to eradicate it. It is not strange, therefore, that when the laboratory school teachers and the college professors of education, comprising the Division of Education at the Georgia Teachers College, began to take stock of their situation after the war, they found this insistent problem before them. Meeting around the conference table every week in the first months of 1946, they finally distilled from their talk and study some fundamental ideas which should orient them in the education of teachers. Running through all of the thinking was the notion that the

¹ B. Jowett, *The Dialogues of Plato* (New York, 1937), vol. I, p. 170.

² J. Abner Peddiwell (Harold Benjamin), *The Saber-tooth Curriculum* (New York, 1939), chap. II.

³ Cited by Irene Cooper Willis, *Montaigne* (New York, 1927), p. 97.

⁴ Paul Monroe, *A Brief Course in the History of Education* (New York, 1927), p. 318.

⁵ Elwood P. Cubberley, *Public Education in the United States* (Boston, 1919), p. 298.

⁶ Elmer Harrison Wilds, *The Foundations of Modern Education* (New York, 1936), pp. 553-554.

cleavage between theory and practice must be eliminated, that the teaching of all college courses—professional, service, field-mastery, and general education courses—must be related to the school and community situation if the learning is to be satisfactory. Another idea, which has not been so widely recognized, was also emphasized by the group; namely, that teacher education is a task for which all professors in the college, academic as well as professional, must be responsible. With a profession of faith in the doctrine of uniting learning and living and of working co-operatively with their colleagues, the Division developed some principles which are serving as guides for their work. These are discussed in the following paragraphs.

The group believes that the highest standards possible should be set for the training of teachers, but these standards are not to be interpreted in terms of subject-matter proficiency alone. They recognize that good teachers need a wider and more thorough acquaintance with many different kinds of subject matter than has usually been the case; they also believe that these good teachers must have a genuine concern for the growth of young people, the ability to work effectively and harmoniously with other teachers, a repertoire of skills and abilities needed in directing the learning of boys and girls, and a vital and worth-while philosophy of life and of education. Karl W. Bigelow points up those excellencies when he says that "teachers should be good specimens of the culture."⁷ We accept these ideals and shall use them as criteria with which to evaluate our programs.

A second principle which the Division follows is that the program of teacher education cannot be set by administrative fiat. It must be a co-operative venture in which every member of the Division shares. Furthermore, the job involves every person on the college faculty. For much too long, professional educators have considered teacher training their exclusive preserve. Alice Miel has recently shown rather conclusively that courses of study developed by experts have not succeeded in getting changes into classrooms.⁸ Nor will excellent college curricula printed in the catalogue result in a good program for educating teachers. Professors, like all humans, really accept that in which they have had a voice in developing. Unless we use the democratic process of conferring about our common problems and reaching decisions that are based upon a sharing of points of view, we will not get a policy that will be put into action. Through fortnightly meetings of the Division of Education and frequent meetings of the Curriculum

⁷ Commission on Teacher Education, *Teachers for Our Times* (Washington 1944), p. 156.

⁸ Alice Miel, *Changing the Curriculum, A Social Process* (New York, 1946), chap. I.

Committee, which represents all departments of the college, we are hammering out some agreements.

The Division believes that the laboratory schools should have a fundamental philosophy. While we have not yet completed a satisfactory formulation of these beliefs (and probably never shall), we have agreed upon a few principles which we think are basic. These are as follows:

- a. The curriculum, which is "the life and program of the school," should be progressively modified to meet the real needs of the students who attend the schools.
- b. Social adjustment is so important for all individuals that guidance must be basic in the school program.
- c. Certain learnings, such as those involved in reading, speaking, writing, spelling, and arithmetic, are needs of all literate humans. The teachers should use the best methods in teaching these skills, but no matter what other activities are deemed important, it is essential that every child master these tools.
- d. There is no one best method of teaching. A number of plans and schemes for helping students learn better have been devised by skillful teachers of the past and present. The laboratory schools should furnish examples of good learning situations where different kinds of methods are employed.

The group thinks that the fields which are closely allied to education in the training of teachers, the fields which offer service courses, should develop materials of instruction that meet the needs of public school teachers of our area. It is proposed that related courses in art, music, industrial arts, home economics, speech, physical education, recreation, nature study, children's literature, as well as those in the feeder areas of psychology and sociology, be studied in the light of their contribution to teaching and that plans be made to use the laboratory schools and the community resources as a testing ground where theory and practice can be joined. The subject-matter of these courses is vitalized by having students apply their learnings with children. An art class studies at first hand the drawing interests and abilities of a primary grade. Children are taught games by physical education students and learn to build a terrarium with a biology class. College psychology classes make case studies of individuals, and sociology students examine play-group patterns. Machinery is now operating which brings the various members of these fields into conference with the principals of the laboratory schools. Schedules for class visitation have been set for the groups each quarter. This project has received the wholehearted support of the various faculty members involved, and we believe that it will add greatly to the unified program of helping college students grow into better teachers.

Another agreement has to do with the principle of unity in learning. The group recognizes that it is popular to separate the general education from the major and minor fields and the professional training of a student. The junior college idea encourages such a split, but our Division accepts this as a necessary administrative evil which should be avoided whenever possible. Even though we favor as much formal schooling as is socially and economically feasible, we do not support a fifth year which would be devoted exclusively to professional education. This would separate the different units of our educational system. A well-integrated person, be he teacher, business man, mother, or what not, does not separate his job from the rest of his life, and our education should not be arranged to encourage such a dichotomy. Since we do not subscribe to Platonic dualism, it is natural that we would oppose the bunching of professional courses in the last two years of college and in one quarter of the senior year. Although a spread of professional courses throughout the college career is desirable from our point of view, certain concentrations do appear necessary. It is probably best to have materials, curriculum, and methods linked with the practice teaching for the most satisfactory learning to take place, *but all undergraduate education courses should be laboratory courses.*

Our group believes that college teachers of the general or cultural courses and of the major and minor fields should have a share in developing, with the Division of Education, the curriculum of the laboratory schools and the professional program followed by their students. Such joint planning will enable the schools to draw upon the training and experience of the college teachers and will give the professors a better understanding of some of the problems of the public schools. And we hope that our colleagues will think "it not robbery" if we request similar consideration in the development of the programs in their Divisions. In the opinion of our group, this is a practical basis for the "truce among educators" for which President Conant of Harvard has been calling during the past several years.⁹ The spirit of good will is so strong in the faculty of the Georgia Teachers College that we believe this union of minds can be effected.

The group also says that the teachers of education must clean out their own Augean stables. Principles of good learning are universal: if the Division of Education cannot demonstrate good teaching in its own classes, it has little hope of helping cadet teachers develop good learning situations in their schools. The group recommended two reforms which have been undertaken. The professional courses have been studied for the purposes of eliminating non-functional and over-

⁹ James Bryant Conant, "A Truce Among Educators," *Teachers College Record*, vol. 46, pp. 157-163.

lapping materials, and the class study is being vitalized through the use of many different media of learning as well as through trips to the laboratory schools and other schools of the area. Purposeful visitation is becoming routine procedure in all education courses. The schedules of the schools and the college have been synchronized, and times for visits have been earmarked for certain classes. We hope that increasingly students from the freshman class through the senior year will have opportunities to work and play with children, as well as teach them. They will learn how young minds work as they coach a child who has been absent through illness, help an advanced child to do a research project, teach a folk dance to a group preparing a program, and finally take charge of a classroom for an hour, then a day or week.

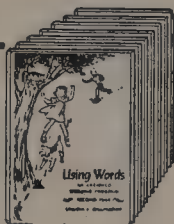
The Division believes that the laboratory schools should be good examples of rural and town schools in Georgia, otherwise the graduates will not be adjusted to the situations they will encounter when they go into the field. With this in mind, it is accepted as axiomatic that the chief teaching load in the laboratory schools must be carried by the regular class teacher. The presence of various specialists on the college faculty should not be used as an excuse for employing them as helpers in all of the classes. They should be resource people who can assist the regular teacher upon request. The chief contribution of this group should be through their students who are having experiences with pupils in the classrooms of the laboratory schools. There are possible exceptions to this general principle. At times, special teachers will wish to do demonstration teaching in the laboratory classes for the benefit of the college students; and music teachers and librarians have competencies which are so specialized that these instructors should handle certain types of learning independently of the class teacher. However, the work of these specialists should be integrated with that of the regular teacher.

Finally, the Division takes a stand against a large number of professional courses for undergraduate students. They think that thirty-five quarter hours out of a total of one hundred and eighty is a reasonable professional curriculum. This would include ten quarter hours in related courses in psychology and sociology. These prescriptions are based upon the assumption that the service fields and general education courses, as well as the majors and minors, will do their jobs of contributing to the fundamental program of the prospective teacher. Actually the group realizes that the training of good teachers does not depend too much upon a special set of courses in education: we have been developing good courses of study for some time, but they do not seem to get into the classrooms. The teacher is still the curriculum,

and unless the "heart" of the teacher is changed, we will not have good people coming from our education classes.

These principles demonstrate pretty clearly that the job of developing teachers is a joint task in which every member of the college staff is involved and in which practical application of principles is necessary if genuine learning is to take place. At a time when some leading institutions are eliminating their campus schools as unnecessary, our group has taken the position that one cannot get the practical experience needed in most courses unless there is a laboratory near at hand. We shall employ our campus schools to the fullest extent, and we shall reach out into the community to use typical schools about us.

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SUPERVISED STUDENT TEACHING AT THE EASTERN ILLINOIS STATE TEACHERS COLLEGE

HARRY L. METTER

Director of Teacher Training and Placement, Charleston, Illinois

This article is a description of the program of student teaching at the Eastern Illinois State Teachers College, Charleston, Illinois. No attempt is made to describe all the details because this would take too much time and space. Only the main features of the program are presented. Because student teaching is dependent upon the training schools and upon certain practices in the college there will be a brief description of the training schools and their work and of observation as a phase of the teacher training program.

At the present time all student teaching except that in the field of homemaking is carried on in the campus training schools. In homemaking two-thirds, or eight quarter hours, of the work in student teaching is done in off-campus schools.

THE TRAINING SCHOOLS

In order better to understand the various phases of the student teaching program it seems advisable to describe briefly the physical facilities, organization, and program of the training schools.

The campus training school at the Eastern Illinois State Teachers College consists of an elementary school of grades one to eight inclusive and of a four-year high school consisting of grades nine to twelve inclusive. The elementary school is housed in a separate building. There are eight regular classrooms, one for each of the grades, an art room, a children's library, a kitchen, two rooms that are used for miscellaneous activities, a nurse's office, the principal's office, three offices for special teachers, a combined faculty rest room and lounge, a janitors' office, toilet facilities, several closets, and storerooms. Each classroom consists of one large recitation room and a slightly smaller conference room which can also be used for regular class work. In connection with each classroom unit there is a cloakroom in which the pupils may store their coats, wraps, and other properties while school is in session. The high school is housed on the second floor of the Main Building. It consists of the principal's office, a large study hall, the high-school library, and four regular classrooms. Part time use is also made of the commerce rooms, and of various shops, laboratories,

and gymnasiums that are part of the housing facilities for college classes. This housing probably was fairly satisfactory a few years ago but is quite unsatisfactory at the present time; therefore, plans are being made for a new training school building to house a nursery school, kindergarten, the elementary grades, the junior high school, and the senior high school. This building is being planned to contain all the necessary facilities to carry on the work of all of these different divisions. It will also contain special equipment and clinical laboratories which will serve not only the pupils of the training school but the college students and the people of the area served by the college as well.

At the present time the training schools have fairly good equipment; some of it is modern while some is not quite up-to-date but still satisfactory. The supplies needed to carry on the program are ample, in fact, most teachers are furnished all the supplies they want if they are available on the market. The children's library in the elementary school contains about eight thousand volumes suitable for grade school children, several sets of reference works and subscriptions for from twenty to twenty-five children's journals and magazines. The high-school library contains about two thousand volumes, an ample number of journals, magazines, and reference works. There is a large assortment of visual aids material. There are several projection machines including a modern moving picture projector. Laboratory equipment and supplies are quite plentiful as is also physical education and athletic equipment. All text books are furnished; however, the tuition paid by each student includes a small book rental fee which is used in repairing and replacing the books.

At the present time the enrollment in the elementary grades is approximately two hundred forty or an average of about thirty pupils per grade. The high-school enrollment is approximately one hundred ninety. The pupils are very similar to those in the public schools. Some of them are dull, some of them are bright, but most of them are just average. Most of them come from homes of fairly moderate means. None of them come from homes of extreme poverty nor do any come from homes that are very rich. The parents of these children work at various trades, businesses, and professions. Most of them are good, honest, conscientious, hard-working people. They are like the people found in most of our average communities in the Midwest.

The training school staff is constituted as follows: In the elementary school there is a training teacher in charge of each of the grades; one to eight inclusive. There are four departmental training teachers; one for art, one for music, one for penmanship, and one for physical education for grades one to six inclusive. Girls' physical education for the seventh and eighth grades is taught by the high-school girls'

physical education teacher. Boys' physical education for the seventh and eighth grades is taught by the high-school boys' physical education teacher. Industrial arts and homemaking for the seventh and eighth grades are taught by a faculty member of the college industrial arts department, and the high-school teacher of homemaking respectively. Band and orchestra work for the grades is taught by the high-school music training teacher. There is also a trained children's librarian and a grade-school principal. The grade-school principal, in addition to his administrative duties, teaches one college class. The athletic program for the grades is handled by a student employed for the purpose who works under the direction of the high-school coach. In the high school there is at least one training teacher for each subject. For social studies there are two teachers, for mathematics two, and for English three. One of the English teachers also is the dean of girls. There is also a high-school principal who in addition to his administrative duties teaches one college class. The high-school athletics are in charge of a high-school coach who is also the boys' physical education training teacher for the high school and seventh- and eighth-grade boys.

In addition to the above staff members there is a director of teacher training and placement whose duty it is to direct the work of the training schools and the Bureau of Teacher Placement.

All of the staff members of the training school hold at least the master's degree. Several have at least a year of work beyond the master's degree. The grade-school principal, the high-school principal, and the director of teacher training and placement hold the Ph.D. degree. The staff members of the training school are regular faculty members of the college staff. They work under the same salary schedule, tenure law, and retirement system as those who teach only college classes.

The training school has a number of functions and a varied program. Probably the chief purposes of the training school are the following:

1. To provide a good modern education for the pupils enrolled
2. To provide a good school for observation by college students and others
3. To provide facilities for student teaching
4. To provide for experimentation; that is, a place where theories, methods, and special projects may be tried out in the interests of improving teaching and education

The program of education provided by the training school is like the program one would expect to find in any good grade school and high school. As wide a variety of subject matter courses are offered as the facilities permit. The school is neither conservative nor ultra-

progressive; rather a middle of the road policy is followed. In all cases much attention is given to making the work meaningful and showing its practical application. In the elementary grades the social studies in grades one to six inclusive are taught through unit activities. Each unit is studied, as a rule, for about a twelve weeks' period. The work of the other subjects is correlated so far as is practicable with each unit studied. In addition to this correlated work there are regular class periods for the other subjects. It is the opinion of the staff that there is much work that needs to be taught in each subject in addition to that which applies to the various units. The units help make the work meaningful and probably also motivate the work of the other subjects.

A regular testing program is followed. The Stanford Achievement Tests and the Iowa Every Pupil Tests are used for comparative purposes as well as criteria for planning the work of the school.

Extracurricular activities are given considerable emphasis although in the elementary school they are probably thought of as curricular activities or activities to supplement the regular class work. In the elementary school each grade presents a number of plays throughout the year as culminating activities of the units studied. There are a number of music activities for both the grade school and high school such as the choir, glee club, orchestra, and band. There are various athletic events and contests. There are such organizations as the Boy Scouts, Girl Scouts, Brownies, and Cubs. For the high school there are dramatic, speech, and forensic organizations, and the members present a number of programs and participate in various contests each year. All this work is carefully supervised by responsible staff members.

OBSERVATION

Observation in the training schools is encouraged. As soon as possible after the student enters the college he should be introduced to the actual problems of teaching through carefully planned observation. The purposes of this observation are: gradually to introduce the student to the problems of teaching, to enable the student to gain some conception of the school as a whole, to form the connecting link between theory and practice, to make the student familiar with the classes in which he will later teach, and to enable him to better determine in which division of the school he will specialize.

Observation should be considered an integral part of professional courses such as educational psychology and classroom management; and of subject matter courses such as English, social studies, mathematics, reading, science, handwriting, etc. Observation should also parallel student teaching, coming immediately after as well as immediately before student teaching.

The facilities of the training schools are available at all times to all college classes for directed observation. The facilities are also open to any individual or to groups for observation when such observation does not interfere with the work of the school. There are very few instances when such observations cannot be made. College students are required to do directed observation in several of their courses. The work is designed to prepare them to meet the problems of teaching which they must meet in their courses in supervised student teaching and to enable them to see the application of their courses in education, English, social studies, mathematics, science, and other subjects in which they specialize. In the main the observation of a lesson by a college class is preceded by a discussion of the aims, materials, and methods to be employed in the lesson and is followed by a discussion in which the teacher of the lesson, the students of the observing class, and the instructor of the class making the observation participate.

Although observation is encouraged there are some college instructors who fail to make proper use of the training school facilities. It has been observed that the education instructor who, as a rule, teaches the course in Directed Observation for the students preparing to teach in high school has made very little use of the opportunity to observe and he has not been inside the elementary training school building in order to observe for several years. Certainly when a course in observation is taught without making observations there must be something wrong with the way the course is taught.

In the past there also has been a tendency on the part of a few college instructors to abuse the opportunity to observe in that they would send their classes to observe in the training schools when they needed to attend a conference, make a speech, or for some other reason found it impossible or inconvenient to meet their classes. This practice of observing without discussion and planning is anything but educationally helpful and in many cases is even detrimental and it is therefore discouraged. In order to get the most out of observation and avoid any practices that are of doubtful educational value the following policies governing group and individual observations have been adopted:

1. A chart showing past and future observations should be kept on a suitable bulletin board in the training school. Such records should be consulted before scheduling any observations.
2. Arrangements for observations by college teachers should be made first with the training teacher who is to teach the class, and then either with the principal or with the director of teacher training.
3. Observations should be scheduled at least a week in advance of

the time the lesson is to be taught. If possible, two weeks' advance notice is preferable. Training teachers are urged to invite college teachers to observe classes in which they may be interested.

4. It should be left to the decision of the college instructor and training teacher as to which one should lead the discussion of the lesson observed.
5. The college teacher should know what the training teacher plans to do during the lesson before making an observation.
6. Ordinarily not more than one observation per week should be scheduled with any one training teacher.
7. Unguided observation is not advised if the lesson is to be reported to a college instructor. Persons wishing to do such observation must consult the Director of Teacher Training and secure permission. If a regular college class wishes to observe when the college teacher cannot be present for the observation, the college teacher must consult the Director of Teacher Training and secure permits for the members of his class. If there are students who do individual observation, they should be held responsible to the college teacher for what they get out of the observation. Written reports should be handed to both the college teacher and the training teacher. A card signed by the college teacher should be presented by the observing student and the training teacher should sign the card at the close of the observation. Individual observations should be arranged for in advance with the training teacher who is to teach the lesson.
8. Any training teacher has the right to exclude observers whenever it seems desirable. A notice may be placed on the door indicating "No Visitors."
9. General directions concerning conduct during observations have been drawn up. These are available to college teachers and should be given to observers.
10. The training teacher should teach the class when it is being observed unless there is some valid reason for someone else to take charge.

THE ETIQUETTE OF CLASSROOM OBSERVATION

The position of the demonstration teacher is one of the most difficult in a teachers college. She must not only anticipate what she is going to do, but she must know the pupils well enough to anticipate what they are going to do and say and be prepared to incorporate these responses into the lesson. This must be done in an unnatural setting. The presence of visitors in the classroom changes the situation and influences the mental process of both pupils and teacher.

In the face of these facts observers should feel obliged to conduct themselves in such a way as to make the work of the demonstration teacher as easy as possible. This may be done by observing the following suggestions:

1. Arrive promptly at the beginning of the class period which coincides with the college class schedule. Members of an observing class should wait outside the door until all are present. Those

- entering first should take the seats farthest from the entrance so that others need not stumble over their feet.
2. All conversation between observers should cease at the door of the classroom and should not be resumed until the lesson is over. It is most annoying for a demonstration teacher to be conscious of a buzz of whispering from visitors in the classroom.
 3. Observers should not take liberties denied to pupils in the classroom—such as chewing gum, eating candy, or wearing wraps.
 4. There is a type of child that has a tendency to “play to the gallery” during an observation lesson. He likes to be smiled at or to receive other attention from visitors. This tendency is very easily encouraged by attention, smiles, or nods of the head. For the good of the character of the child and the work of the class, he should either be ignored or stared down.
 5. When amusing things happen during an observation—and they frequently do—the observers must stifle their merriment. Look to the teacher for your cue in such situations.
 6. During the observation the attitude of the observers should be that of a teacher who may be called upon at any moment to take over the class. Follow the work attentively—try to anticipate what is to happen next. Think not only of what is done but why it is done. It is discourteous and annoying to both teacher and pupils when an observer daydreams.
 7. Observers should have a purpose in making observations. Keep this purpose in mind. Take only the notes that are necessary. If too many notes are taken something important may be missed.
 8. If you have a question about the lesson write it down and discuss it with the training teacher or college instructor at your first opportunity.

STUDENT TEACHING

All students who are candidates for the degree are required to take three terms or the equivalent of one hundred fifty clock hours of student teaching. Students who desire to take the state teachers' examination before completing the required four years of work are required to take two terms or the equivalent of one hundred clock hours of student teaching. Candidates for the degree ordinarily do their student teaching during their senior year, however they may take some of the work either in the sophomore or junior year if they meet the necessary admission requirements. Probably the best results would be obtained for most students if they would take at least one term of teaching either in their sophomore or junior year. The necessary requirements for admission to student teaching are:

1. For registration for student teaching in any quarter in any curriculum a student must have a C (1.0) average or higher.
2. Students transferring from other colleges must be in attendance at least one summer term or one quarter during which they earn sixteen quarter hours of credit. They must have a C average, or higher, for all their work and meet all the other requirements that apply to eligibility for student teaching.

3. Students who meet all the requirements may be admitted to student teaching in the sophomore or junior year with permission of the Dean and the Director of Teacher Training.
4. No student may be admitted to student teaching until he has achieved full sophomore standing and has completed at least eight quarter hours in education, Library 120, and Commerce 120.
5. No junior or senior is eligible to take student teaching until he has completed Library 120. Students in a four-year elementary or commerce curriculum must also have completed Commerce 120 before being eligible for student teaching.

Student teachers are assigned to the training teachers by the Director of Teacher Training. In order for such assignments to do the student the most possible good the Director of Teacher Training, when he has doubts concerning a student, consults with the heads of the various departments, faculty members, and training teachers who know the student and the various problems involved in the case.

After a student has been assigned to a course in student teaching and begins his work he is usually gradually introduced to the problems of teaching. Usually the work takes the form of the sequence: observation, participation, teaching. The length of time a student teacher needs to observe before he begins teaching depends upon a number of factors such as: his previous experience, his ability, his knowledge of the subject, of pupils, of methods of teaching, the type of class, the number of pupils, etc.

In order that there may be some common understanding of the work in student teaching by the training teachers and others the following principles for the guidance of supervised student teaching have been adopted:

I. A high standard of pupil achievement should be maintained in the training school

The training schools are maintained by the State of Illinois not primarily to furnish an education of high quality to the children enrolled, but to aid in raising the standards and improving practices in all schools that their influence may touch. These larger aims can be fulfilled only when the best interests of the pupils in the training schools are sincerely served. A desirable type of teacher training can take place only in schools which maintain high standards of pupil achievement.

To insure high standards of pupil achievement in the training schools the following provisions are made:

1. Only teachers of superior scholarship, training, experience, and teaching ability are selected for training teachers.
2. The training teacher should instruct the class at least *two-fifths* of the time.
3. The training teacher is responsible for the quality of the instruction when a class is taught by a student teacher.
4. Only students who meet certain scholastic standards are permitted

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to teach. In order to register for supervised student teaching a student must have an average grade of C or higher.

5. The student teacher may teach only the subject in which he is properly prepared.
6. No student teacher should be permitted to continue teaching for any considerable period unless the class is making progress under his instruction.
7. Since the training teacher and the student teacher together instruct the same number of pupils usually assigned to one teacher, any pupil not making satisfactory progress should be given individual instruction by the training teacher or a student teacher.
8. A systematic testing program provides objective evidence at regular intervals of the achievement of all pupils.

II. *A wide variety of instructional materials, equipment, and procedure should be presented to teachers in training*

Vitality in teaching depends upon a knowledge of and willingness to use a variety of teaching methods and materials, and an interest in discovering still others. The teacher who has found the best of all instructional material and teaching methods has stopped growing professionally. To such a teacher teaching soon becomes a dull routine procedure. It is possible that the "one-method" teachers colleges are responsible for much of the perfunctory teaching which goes on in public schools.

Training teachers should have a variety of teaching methods and teaching material to present. There are many excellent ways of presenting material; not just one way. Student teachers going out from our training schools go into many kinds of teaching positions and should have an open-minded acquaintance with the good to be found in a variety of methods.

In the main the training schools should portray the generally accepted standards as to curriculums, methods, and equipment. They are neither experimental schools nor public schools but they should possess certain features of both. There should be experimentation in order to evaluate materials, methods, procedures, and practices. The training schools should strive to show the teachers in training the best of the findings of the more advanced schools and should strive to avoid the perpetuation of the worn out formalities of the poorer schools.

Much progress has been made in recent years in the improvement of textbooks, workbooks, and other materials of instruction. Since these improved materials make it possible for a teacher to get results superior to those of teachers with equal ability using out of date materials, and since adequate and properly graded instructional materials are much more important for beginning teachers than for experienced teachers, the training schools have an obligation to instruct student teachers in the use of instructional materials which will make their efforts as beginning teachers as effective as possible.

III. *Student teaching should take place under superior conditions*

Student teachers should learn what superior teaching is and what a superior school is like. The training schools therefore should be su-

perior schools with superior teachers, superior equipment, and superior instructional materials. The pupils in such schools should be better disciplined, have developed better study habits and attitudes toward their work, and have a richer background of experience than the pupils in the average public school. Student teachers should not be taught to perpetuate inferior or mediocre procedures and conditions.

There are certain factors in the teaching situation in the training schools which can be made typical of average public school conditions. Such factors are the size of classes, the intelligence of the pupils, and the social status of the families from which the pupils come. Learning how such factors are dealt with under ideal conditions will help the prospective teacher do better work when he enters the service of the public schools.

IV. Professional courses in education, subject matter courses, and practice in the training school should be integrated

The members of the training school staffs should know what is taught in the various college courses which are clearly related to the subjects which they teach and supervise. Syllabi of professional and subject matter courses which are being taught in the college should be available for everyone concerned. The college faculty should be acquainted with the course of study and methods used in the training schools in those subjects with which they deal on the college level. Visitation in the training schools by college teachers and visitation by training teachers in college classes will give each an appreciation and understanding of the work of others.

Demonstration lessons are an excellent means of bringing about integration. Courses dealing with principles take on new meaning when well-planned demonstrations put principles into practice. Content courses such as English, social studies, mathematics, and science, when observed in the elementary school or high school will reveal the difference in levels of achievement in those subjects as taught to elementary school pupils, to high school pupils, and to college students. Such observation should be a means of preventing beginning teachers from transferring courses which are taught in college to elementary or high school classes without adapting materials to the lower ability levels.

V. The training schools should be so organized as to provide student-teachers with practice in performing the extra-instructional activities of teachers as well as those that are purely instructional

The student teacher, unless carefully guided, may devote all of his time to classroom instruction and neglect some other important educational activities, which in a large measure are fundamental to success. One of the first duties of a beginning teacher is to become acquainted with the instructional material available, such as maps, charts, reference books, laboratory apparatus, slides, models, pictures.

The student teacher should have experience in establishing proper classroom routine, in directing student participation in classroom control, in improving attendance and punctuality, in promoting the health and safety of the pupils, in directing extra-curricular activities, in keeping school records, in maintaining co-operative relations with

parents, in the proper care of equipment and supplies, and in co-operating with the staff of the training school.

VI. Students in the college should have contacts with the training schools throughout their entire college course. These contacts should be such that they will be gradually inducted into the activities of teaching through observation and gradually increasing participation in teaching

As soon as possible after the student enters the college he should be introduced to the actual problems of teaching through carefully planned observation. The purposes of this observation are: to gradually introduce the student to the problems of teaching, to enable the student to gain some conception of the school as a whole, to form the connecting link between theory and practice, to make the student familiar with the classes in which he will later teach, and to enable him to better determine in which divisions of the school he will specialize.

Observation should be considered an integral part of professional courses such as educational psychology and classroom management; and of subject matter courses such as literature, reading, arithmetic, and handwriting. Observation should also parallel student teaching, coming immediately after as well as immediately previous to student teaching.

In the main the observation of a lesson should be preceded with a discussion of the aims, materials, and methods to be employed in the lesson, and should be followed by a discussion in which the teacher of the lesson as well as the director of the observation participates.

The gradual introduction of the student to the problems of teaching logically takes the form of the sequence: observation, participation, teaching. In practice gradual participation in teaching as an independent course is considered a wasteful process. It is usually combined with either an observation course or a teaching course. The limited training school facilities at Eastern Illinois State Teachers College make it more economical to consider gradual participation in teaching as a part of and a guiding principle in the student teaching course.

VII. It is essential that student teaching be done under adequate supervision and guidance

Group conferences will be held at least once a week. The regular period for these conferences is the 4:00-4:50 period on Thursday. Each training teacher will be in charge of his group of student teachers. Suitable reference books will be placed in the reserve section of the library for the use of student teachers. These books and others together with their call numbers are listed in a bulletin with which each student teacher and each training teacher is provided.

In the group conferences problems common to all student teachers will be discussed. The following topics illustrate the nature of the material to be considered in the conferences.

Suggested group conference topics

1. What the training teacher should expect of student teachers and what student teachers should expect of the training teacher.

2. What should be the expected outcomes of a course in student teaching?
3. How to plan a lesson. How to write a lesson plan. How to criticize constructively lesson plans before they are handed in.
4. Discussion of the student teacher score card and system of grading student teaching. (A student teacher score card will be placed in the hands of all training teachers and student teachers.)
5. How to correctly evaluate and criticize lessons observed.
6. What constitutes good classroom management and how it may be achieved.
7. Reports to parents; the values of such reports; the dangers; principles which should guide teachers in reporting to parents.
8. The purposes of school supervision; the proper relationship between supervisor and teacher; how to use the supervision to the best advantage.
9. How to stimulate pupils and create a desire to do superior work.
10. How to develop the art of questioning.
11. How to make assignments.
12. How to teach children to study.
13. Is the recitation obsolete?
14. How to socialize the recitation.
15. How to do diagnostic and remedial teaching.
16. Proper methods in drill, review and examination.
17. What are the principles involved in: observational learning; motor learning; associative learning; problem solving; experimental learning; creative learning; development of attitudes and appreciation; conversational teaching; story-telling; dramatization; demonstration teaching; laboratory teaching; visual aids to teaching.
18. It is suggested that each student be required to prepare a card file of references dealing with:
 - a. The teaching of his subject or subjects.
 - b. Equipment and material which should be used in the teaching of his subjects and where they may be obtained.

Suggested individual conference procedures

Individual conferences between the training teacher and the student teacher should be held as needed. At these conferences the problems of the individual student teacher will be discussed. The following procedures and topics are suggested:

1. The student teacher is given an opportunity to evaluate his own teaching, to point out his own errors, and indicate what he should do to improve in ability to teach.
2. The training teacher may discuss the pupils' reaction to the student teacher's personality and teaching, and point out ways in which the student may improve his teaching personality, dress, voice, attitudes, and personal habits.
3. Lesson plans which have been corrected and returned may be discussed.
4. There may be a discussion of the objectives and aims for subjects the student is teaching, and daily aims for specific lessons when necessary.

5. There should be criticisms and suggestions regarding the student teacher's selection, organization and presentation of subject matter.
6. There may be a discussion of the children from the point of view of school management, individual differences, special needs and how to meet them.
7. Constant emphasis should be placed on the necessity of a knowledge of subject matter before attempting to teach it.
8. The importance of clear and definite assignments will need to be stressed frequently.
9. There should be frequent discussions of problems of discipline with illustrations from particular situations.
10. Constant emphasis should be placed on the necessity of self-criticism.
11. The training teacher and student teacher should decide on certain points which need to be improved and a check-up on these should be made in later conferences.

Lesson planning

Planning is essential to success in teaching. Therefore student teachers are required to plan carefully all lessons they will teach. The plans vary in accordance with the subject, the type of lesson to be taught, the teaching materials available, the objectives sought, the ability of the teacher, the pupils, the time allowed and many other factors. There are many forms of lesson plans that can be used successfully. The training teacher may suggest a form to be used by his student teachers. For those who have no preferred form of lesson plan, the following one is suggested.

A SUGGESTED FORM FOR LESSON PLANS

General Topic: (When needed)	Name of Student teacher.
Specific Topic of Lesson:	Name of Training teacher.
Teacher's Aim: (Statement of the specific aim or aims for the lesson.)	Subject:
Teaching Materials: (Text, references, etc.)	Grade:
	Date to be taught:

Subject Matter

Method

Introduction

Subject matter used in the introduction should be outlined here.

The lesson plan should show here how the teacher makes certain of adequate motivation.

In opening up a general topic or unit a whole lesson period may be devoted to introduction. In succeeding lessons there may be little or no introduction if the pupil's aim has been well established. The extent of previous pupil motivation and how it was established and how it was furthered should always be included.

Pupil's Aim: The teacher should place here a statement of the pupil's aim in the lesson as she believes the typical pupil would state it after the introduction has been completed.

Body

A detailed outline of the subject matter utilized in the lesson.

Subject matter should be written opposite the methods that apply to them.

Procedure by which subject matter is handled. The method will vary according to the material and subject. Indicate what the teacher does and what the pupils do.

Closing

Subject matter used, if any

Assignment
Summary of lesson

Mutual understanding of what is expected.—In order that student teachers and training teachers may have an understanding concerning what they may expect of each other a fairly comprehensive list of the points covering various relationships has been prepared. The list as follows, in mimeographed form, is placed in the hands of each student teacher and each training teacher.

THE TEACHER AND THE INSTRUCTIONAL PROGRAM OF THE SCHOOL

What the student teacher has a right to expect of his supervisor:

1. That the supervisor be sympathetic and practically cognizant of the fact that the student teacher learns in the same way that his pupils learn.
2. Help in setting up a philosophy of education which will determine the aims and procedures. (Student will accept critic's philosophy while doing student teaching whether he believes it or not.)
3. Help in studying children to discover their background and needs from observation and records.
4. Help in making an inventory of materials available in school, in community, from a distance free and otherwise.
5. Help in setting up aims, objectives, goals
 - a. in terms of subject matter generalizations
 - b. in terms of skills and abilities
 - c. in terms of habits, attitudes, and appreciations

What the supervisor has a right to expect of the student teacher:

1. A reasonable command of the fundamentals.
2. Ideally, all qualities necessary for a successful teacher.
3. A sound background in educational terms and theory.
4. Interest, initiative, resourcefulness, and industry in attacking problems.
5. A questioning attitude rather than an unthinking one.

Note: The student teacher will accept and put into practice during his student teaching, the aims and objectives of the critic.

6. Help in acquiring judgment to determine relative values.
7. Help in developing fundamental ideas.
8. Aid in learning to teach many skills, knowledges, and abilities simultaneously, and in recognizing opportunities for developing these skills, knowledges, and abilities on all possible occasions.
9. Help in recognizing opportunities for habit formation and development of attitudes and appreciations.
10. Help in recalling psychology of child at the level at which one is teaching.
11. Help in applying psychology of learning; examples—
 - a. People learn to do by doing
 - b. The laws of learning—readiness, exercise, effect
 - c. Individual differences
 - d. Using positive incentives
 - e. Suggestion rather than dictation.
12. Help in co-operative long-view planning, thus gaining perspective and learning the need for and the methods of long-view planning.
13. Help in making daily lesson plans co-operatively, thus insuring understanding of and familiarity with routine of:
 - a. Choosing aims of social value that are consistent with aims of course
 - b. Choosing aims obtainable by the group in the allotted time
 - c. Seeing opportunities for furthering reading, English, personality development, etc.
 - d. Planning an introduction (taking the children into the planning as much as possible) to arouse interest, to give a de-
6. A striving for understanding and application of principles rather than imitation of critic.
7. Discreetness in use of records and other pupil data, which means not to divulge any professional information.
8. Appreciation for the opportunity to learn essentials not acquired elsewhere, instead of complaining about long conferences.
9. Willingness to help grade tests.
10. Willingness to help mimeograph materials.
11. Willingness to help keep records and prepare reports.

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- finite aim for the lesson, and to connect with previous activities, so as to give continuity
- e. Choosing procedures to accomplish most economically with available materials the aims set up
 - f. Seeing opportunities for use of supplementary materials.
 - g. Choosing best use of supplementary materials, considering the special class, the time available, etc.
 - h. Organizing subject matter. (If he can't outline, the critic will have to teach him.)
 - i. Planning oral and written summaries.
 - j. Planning most forceful and interesting way to present subject matter.
 - k. Formulating various types of questions as the activity requires.
 - l. Making interesting, definite, assignments
 - 1) Varying to fit the abilities of the pupils
 - 2) Anticipating pupil difficulties and preparing for them.
 - m. Developing judgment in changing one's plan as the situation requires.
 - n. Getting thinking, new meanings, insights, understandings, and experiences.
 - o. Guiding children in setting up standards of achievement and in using these to evaluate their work.
 - p. Allowing pupils to assume adequate responsibility.
 - q. Developing and stimulating interests of children.
14. Opportunity to observe many lessons taught by critic from common plans and opportunity to evaluate many such lessons under guidance.
15. Opportunity for reviewing theory and seeing different techniques of teaching and learning, such as:
- a. Various types of drill lessons, later evaluated according to standards.
 - b. Discussion evaluated according to:
 - 1) questions
 - 2) methods of group thinking.
 - c. Creative learning evaluated.

- d. Reporting.
 - e. Committee work.
 - f. Appreciation.
 - g. Group planning.
 - h. Developmental lessons.
16. Opportunities for conducting the above various types of techniques and later evaluating them.
 17. Help in making informal tests, choosing forms, materials, types, etc.
 18. Help in giving standardized tests.
 19. Help in interpreting results of tests so as to
 - a. Check on instruction
 - b. Care for individual differences
 - c. Determine further instruction.
 20. Help in making diagnostic tests, such as:
 - a. Long division in arithmetic
 - b. Ability to organize
 - c. Ability to get main idea, etc.
 21. Help in making and using profile charts.
 22. Help in making and using class diagnostic charts.
 23. Help in planning for and managing two or more groups at once.
 24. Help in preparing-permitting originality—the proper types of learning exercises to produce desired learning products.
 25. Help in carrying on all kinds of teaching activities with which he will be confronted in the field.
 26. Help in evaluating his own plans and teaching by using the rating scale at least twice a term.
 - a. Being made conscious of his strengths.
 - b. Being given definite constructive criticism for weaknesses.

THE TEACHER AND CLASSROOM MANAGEMENT

What the student teacher has a right to expect of his supervisor:

To make the student teacher aware of the importance of the management problem, its scope, and its opportunities for developing standards, attitudes, skills, and habits in the children; to give him guidance and experience in all management problems

What the supervisor has a right to expect of his student teacher:

To help willingly in the performance of any task, if the performance of that task has an educational value for the student, or if his help will give the training teacher more time to assist the student teacher with other problems. Hence, the training

he is likely to meet in the field. Hence, the student teacher has the right to expect training in:

1. What constitutes acceptable standards, attitudes, skills, and habits to be developed in the children and how to develop them through proper management.
2. What constitutes proper window shade adjustment, correct artificial lighting, and best seating of pupils so that optimum lighting is secured under the physical conditions of the room.
3. What constitutes proper room temperature and humidity, how to control these in the schoolroom, and how to operate the heating system, if this is a responsibility of his supervisor.
4. Operating the artificial ventilating system.
5. Seating the children properly, taking into account the types and sizes of seats and desks provided, the kind and arrangement of other equipment, as well as the lighting of the room.
6. Setting up standards co-operatively with pupils for arranging the schoolroom so that it will be most usable and so that it will be attractive at all times.
7. Displaying work attractively and in such a way that the *children* can enjoy it and benefit from it.
8. Setting standards of cleanliness, orderliness and neatness for the teacher and the school.
9. How to develop the children's pride in their school through getting their co-operation in securing and maintaining orderliness, cleanliness, and neatness.
10. Developing in the children pride in their own personal appearance.

teacher should have the right to expect the student teacher to:

1. Do all in his power to maintain established standards, and to help develop in the children proper attitudes, skills, and habits in all management activities.
2. Be alert to window shade adjustment, artificial lighting, and seating with respect to light, while he is in charge of the class.
3. Be alert to temperature and humidity conditions in the schoolroom, maintain these at the proper levels, and operate the heating system effectively if this is a responsibility of the supervisor.
4. Air the schoolroom before school and at intermissions, as well as properly operate the artificial ventilating system.
5. Seat the children comfortably and hygienically as well as for effective work.
6. Set up and maintain co-operatively with pupils that schoolroom arrangement which will make it most usable as well as most attractive from the outside as well as the inside.
7. Display work attractively and so the *children* can enjoy it and profit from it.
8. Meet the accepted standards with respect to cleanliness, neatness, and orderliness in himself and the school.
9. Help the children set up standards for maintaining a neat and orderly room. Enlist their co-operation in room housekeeping. See that they keep own desks in order, and that they put away books and equipment when they are through with them.
10. Help the children set standards for personal neatness and cleanliness, and help them develop a pride in personal appearance.

11. Proper use and care of all equipment.
12. Getting children to respect the rights of others so they will move about orderly and quietly.
13. Carrying on many functions of the school simultaneously.
14. Selecting, caring for, and using library books.
15. Conducting excursions so they will have the desired educational value.
16. Conducting extra-curricular activities and evaluating them.
17. Providing safety training for children by taking advantage of daily situations that can be used for this purpose.
18. The value of health inspections and the legal aspects involved.
19. Seeing the lunch hour as an opportunity to train children in proper social values as well as a situation for much instruction in health problems.
20. Keeping school records and making reports.
21. Using duplicating machines.
22. Setting up standards (co-operatively with the pupils) for playground conduct, and developing good playground activities with the equipment available.
23. Locating and securing inexpensive teaching materials, and how to file these.
24. Determining kinds and quantities of supplies needed and sources of these supplies.
25. Selecting and evaluating playground equipment.
26. Complying with standards set up for recognition of various types of schools.
27. Program planning.
11. Teach the children how to use and care for the available equipment.
12. See that the children move about the room orderly and quietly when in his charge.
13. Help plan the day's and term's work so that as many phases of the program as possible will be functioning simultaneously.
14. Help the children to learn how to use the library effectively and to care for it properly.
15. Assist in planning and directing school excursions.
16. Assist in and help direct extra-curricular activities.
17. Take advantage of every opportunity to teach safety.
18. Assist in informal health inspections.
19. Assist in and help direct lunch hour activities.
20. Keep school records accurately and neatly, and assist in the preparation of school reports.
21. Using effectively the available duplicating machines.
22. Assist in playground supervision.
23. Help collect and file materials.

28. Handling the problems of irregular attendance, truancy, and delinquency.
29. Classifying and grouping children.
30. Promoting children and dealing with the problems involved.

ETHICS IN THE TEACHING PROFESSION

What the student teacher has a right to expect of his supervisor:

1. To inform him concerning the purposes and requirements of the codes of ethics adopted by the teaching profession, and to show him how to conform to these codes.
2. To make him aware of the fact that as a representative of the teaching profession, he must become acquainted with and put into practice standards such as:
 - a. Standards of conduct governing his relations with pupils, parents, and community.
 - b. Standards of conduct governing his relations with his associates.
 - c. Standards of conduct governing his securing and terminating employment.

What the supervisor has a right to expect of his student teacher:

1. That the student is eager to learn and will spend time and energy to study and put into practice the codes of ethics.
2. The same.

PROFESSIONAL GROWTH OF THE TEACHER

What the student teacher has a right to expect of his supervisor:

1. To provide opportunity for the student teacher in his daily work to use books, magazines, bulletins, pamphlets, etc., dealing with the general work and problems of the profession as well as with the special phases in which the teacher may be interested.
2. To make the student teacher functionally aware of professional organizations and the contributions they make to the advancement of the profession and its members.
3. To make the student teacher conscious of how travel and professional meetings, conventions, and

What the supervisor has a right to expect of his student teacher:

1. That the student teacher is eager to learn and will spend time and energy effectively to observe and put into practice the supervisor's recommendations.
2. The same.
3. The same.

conferences promote the cause of education and the members of the profession.

4. To develop in the student teacher a realization of the importance of further academic and professional study.
4. The same

THE TEACHER AND THE PUBLIC RELATIONS PROGRAM OF THE SCHOOL

What the student teacher has a right to expect of his supervisor:

What the supervisor has a right to expect of his student teacher:

- 1 To make the student teacher aware of the fact that he is a representative of the school, that as such he has the responsibility properly to interpret the school to the public, and to show him how to do this.
1. That the teacher is eager to learn and will expend time and energy effectively to observe and put into practice the supervisor's recommendations.
2. To make the student teacher realize the importance of his personality and his personal appearance, to make him aware of the requirements generally made of teachers in these matters, and to show him how to satisfy these requirements.
2. The same.
3. To make clear the teacher's responsibility for participation in and co-operation with nonschool community organizations for adults, youths, and children, and to assist the teacher to assume this responsibility.
3. The same.
4. To develop in the teacher a realization of his responsibility for parental education, and to teach him how to carry this on.
4. The same.
5. To make the teacher realize his responsibility for Parent-Teachers Association Community Club, Patrons' Days, Entertainments and Contests, Conferences with parents, Reports to parents, Commencements, School paper, annuals, etc.
5. The same.
6. To make the teacher aware of the seriousness of his board and room problems, his recreation and social functions, his habits, his hobbies, and his associates outside of school.
6. The same.
7. To develop in the teacher an awareness of the significance of his standards of living and the practical aspects of how and where he spends his money.
7. The same.

THE TEACHER AND HIS LEGAL SUPERIORS

What the student teacher has a right to expect of his supervisor:

1. To give the student teacher in his daily work opportunity to learn the respective legal and professional functions, duties, responsibilities, rights, and courtesies of the school board, the superintendent, the principal, the supervisor, and the teacher.
2. To show the student teacher in his daily work how to maintain and improve relations with his legal superiors.

What the supervisor has a right to expect of his student teacher:

1. To support the supervisor by doing his utmost to contribute to the situation in which he is doing student teaching everything that will make for the best possible relationships between superiors and subordinates.
2. The same.

Evaluation of the Term's Work by the Student Teacher.—At the close of each term the student teacher is required to evaluate the work done during the term. He is asked to write a brief report which includes such items as the following: (1) the objectives that were to be accomplished, (2) the subject matter taught, (3) the reasons for teaching certain subject matter rather than something else, (4) the materials and equipment used, (5) the methods of teaching used, (6) the activities engaged in by the teacher and the pupils, (7) the remedial measures taken if any were needed, (8) a discussion concerning whether or not the aims or objectives were attained, (9) a statement concerning the difficulties encountered, and (10) suggestions for improving the work. This evaluation is sometimes referred to as a work report.

Evaluation of the Student Teacher's Work.—Throughout the term the work of the student teacher is constantly evaluated and suggestions are given to help him improve. At the close of the term the training teacher awards a grade to the student teacher for the term's work. This grade is sent to the office of the Director of Teacher Training and Placement on a special form that is provided for the purpose. The grade is then transferred to a class card and finally recorded in the registrar's office. The student teacher is also rated on the following activities, abilities, and traits by the training teacher: (1) lesson planning, (2) scholarship, (3) insight into pupil activity, (4) ability in questioning, (5) use of English, (6) ability to discipline, (7) initiative and resourcefulness, (8) industry, (9) courtesy and tact, (10) willingness to co-operate, (11) sympathy with pupils, and (12) personal appearance. The following scale is used in making the rating: A, Superior; B, Above Average; C, Average; D, Below Average; and F, Unsatisfactory. In addition to this rating the training teacher also writes a personal evaluation or statement concerning the student teacher. The rating on the activities, abilities, and traits listed above and the per-

sonal evaluation or statement by the training teacher become a part of the student teacher's credentials when he seeks employment after graduation.

In order that the student teachers and training teachers may have a clearer conception of and a mutual understanding of the meaning of the various activities, abilities, and traits on which the student teachers are rated an attempt has been made to define them in some detail through listing certain characteristics, activities, qualities, etc., of each. This list has been set up in the form of a self-rating scale which training teachers and student teachers are asked to use at various times during the term in order to rate the student teacher, show him his strong points and his weaknesses, and to form the basis for discussion intended to help him improve and thereby become a better teacher. This scale is too long to include in this article.

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FOR A BETTER INTEGRATED PROGRAMME

ELLIS F. WHITE

State Teachers College, Jersey City, New Jersey

It is not unusual for one engaged in teacher training to discover a person, who only a few years ago was a promising student, has now become a mediocre teacher steeped in tradition and giving only rarely any indication that things learned in training have been applied in the classroom.

There are many causes for this unfortunate lack, or even regression, in professional growth. It has been observed, for example, that the young teacher is likely to copy the examples set by the noisiest, but not necessarily the best, member of the faculty in the first years of teaching. Then too, it is easier to establish a rigid control over a large class than it is to plan ever so carefully for learning democracy by living it through the school day. It does not take long for the young teacher to discover that those who enter the classroom with an air of authority, "shout down" disorder and establish a routine that clicks off the day with military precision still get paid for their efforts. A system that teaches for basic factual knowledges and skills through drill will rate well on a standardized achievement test. If such be the only evaluation of a teacher's services the encouragement toward filling the day with drill becomes tempting.

Furthermore, the young, aggressive, inspired teacher who is anxious to become outstandingly successful all too often finds that others on the staff are even antagonistic toward young people with ambitious ideals. Again comes the temptation to adopt traditional practices or at least to refrain from doing anything new that will be looked upon as a departure from customary procedures.

There is at least one more reason, however, for the unfortunate regressions. It is a basic one and can be traced directly to the training institution. Altogether too frequently the campus school, laboratory or demonstration school has a faculty with a philosophy that is in considerable variance with that of the instructors of the college that teach educational courses. If the teachers college then sends its students out into public schools for observation and for practice teaching, the prospective educator is confronted with a possible third point of view.

Is it any wonder that the product of pedagogical preparation is a mite

confused when faced with even a small class in the first crucial days of teaching? When this young person has observed teaching under supposedly ideal conditions, learned different ideas under the tutelage of instructors who prove theories by pointing in pages of textbooks, and has practiced teaching under anything but idealistic or theoretically utopian conditions, it might be expected that the first crucial days in the first teaching position may end tragically.

Of course many young teachers are able to assimilate all three points of view, integrate them and emerge with wholesome sets of procedures. Others less able to clarify their thinking are fortunate enough to be influenced by forward looking supervisors and fellow teachers in their first positions. Even if the remainder, who may be less fortunate, should include only a few, the business of teacher preparation must have a program that will insure a wholesome transfer of well organized training.

If a teachers college is to avoid this pitfall, its faculty should have a carefully organized method of approach to the problem. The first step might reasonably involve the formation of an education department with instructors of the campus school included as well as those who are responsible for teaching courses in education.

But the organization of just another agency is not enough. Through departmental meetings, a common philosophy, a set of objectives, a point of view and a method of procedures should be agreed upon. This is no easy task when there is a wide divergence of opinion within the group. However, the greater the disparity, the greater is the need for such a plan.

Having thought the matter through thus far, it might be wise to interpret the conclusions to the college faculty as a whole in order to inform the others and to receive their suggestions and criticisms. Subject matter specialists in other fields than education may not be expected necessarily to be in accord with the education department. Again, modifications, deletions, and amendments may become necessary in order to obtain the maximum degree of unanimity of opinion.

If the college sends its students to school off the campus for periods of observation and practice teaching, the next step becomes that of selection of these training centers. The systems chosen for the co-operative work must meet satisfactorily certain criteria. First, they must have administrators and supervisors who will make it their business to see to it that only their very best teachers will be permitted to become co-operative teachers. Next, the administrative, supervisory, and teaching personnel must be willing to meet with college faculty members in order to formulate policies that will be consistent with the common philosophy, objectives, point of view, and procedures established by the education department.

These meetings will be likely to attract members of the co-operating centers only if they are carefully planned in advance to give attention to brevity, pointedness, and consideration for suggestions contributed by the visitors. College faculty members must avoid the common habit of expressing themselves dogmatically in a manner that causes guests from co-operating centers to feel that they are inferior. To carry this step one point further, college supervisors and students alike should realize that one slip in tactfulness when they visit a co-operating center may cause that system to refrain in the future from assisting in teacher training.

Upon nearing the completion of their training, students are usually anxious to secure positions near their homes. The placement bureau must make every effort to guide these young people into teaching assignments where they are likely to enjoy professional growth, with location near their homes being given secondary consideration.

Once they have begun their careers, these new teachers should be given follow up supervision by analytical members of the college faculty who will be able to see quickly any departures from acceptable techniques. This by no means implies that the beginning teacher may not be individualistic. It would indeed be unwise to drill upon a hard and fast set of rules of procedures that each person must employ in order to become an acceptable teacher. Certainly a variation of methods would be looked for if the beginning teacher is to be expected to meet the needs of pupils in the class.

The important point is this, however. Confusion resulting from diverging philosophies of the college instructors, staff members of the campus school, and the faculty of co-operating centers is frequently so great that teachers all too often are unable to experience a fair start. A carefully co-ordinated program involving all three factors of pedagogical instruction, observation, and practice will give the drill necessary to start them with a firm foundation upon which to base stalwart professional growth and enjoyment of a successful teaching career.

Assuming that this program has at least some degree of validity, with which of the groups can it best be instituted? Of the three segments (theory, demonstration, and practice), that of the demonstration is clearly the connecting link between the other two. There is reason to believe that those who demonstrate good teaching practices are in the best position to deal understandingly both with the course instructors and those who supervise practice teaching.

In many teachers colleges, the demonstration teachers feel that they have been relegated into a position that is decidedly secondary to others on the staff. They frequently point to differences in salary as

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an indication of this. There are two courses of action that they might take. The first, decidedly unsatisfactory, is to sit back and grumble. The second possibility is for them to make their importance felt in constructive action that involves becoming the focal point for instituting a co-ordinated program for the improvement of teacher training. Perhaps the ideas outlined above will offer some pertinent suggestions.

INDEX TO VOLUME 24

PEABODY JOURNAL OF EDUCATION

Allen, Jack, Hegel: His Philosophy and Its Educational Implications.....	151
Alsup, Ruth Overton, A Shared Experience in Children's Literature.....	282
Anderson, Ruby, Those Interesting Sixes.....	171
Anspach, Charles L., Current Status of the Professional Education of Teachers.....	213
Art of Survival, The, Susan B. Riley.....	2
"Behold, I Make All Things New," J. K. Long.....	229
Burge, Lofton V., Bess L. Stinson, Techniques and Values of Parent Conferences.....	336
Business of a Teacher Is to Teach, The, A. L. Crabb.....	93
But They Grind Exceeding Small, Mary Barnard Cooke.....	169
Carrington, J. W., How One Laboratory School System Attacks Its Problems.....	327
Cause of Controversy, The, Hanor A. Webb.....	221
Church Appreciates the Teachers, A, A. R. Mead.....	167
Cierley, Morris B., A Teacher Looks Within Himself.....	82
Clark, Ethel, Why I Continue to Teach.....	194
Comparative Study of the Intelligence of Children from Private Homes and of Those from an Institutional Home, A, Florence Martin.....	198
Cooke, Dennis H., Intake and Outgo.....	206
Cooke, Mary Barnard, But They Grind Exceeding Small.....	169
Crabb, A. L., The Business of a Teacher Is to Teach.....	93
Culture and the Parsnip, Editorial.....	257
Current Status of the Professional Education of Teachers, Charles L. Anspach.....	213
Current Status of Professional Education of Teachers, The, G. W. Diemer.....	209
Davis, Sheldon E., Why I Quit.....	78
DeWitt, R. T., You Can Stop Smoking.....	100
DeYoung, Chris A., Teaching, Learning, and Living Health.....	105
Diemer, G. W., The Current Status of Professional Education of Teachers.....	209
Duncan, Ed, English Manual for Teachers.....	41
<i>Editorials</i>	
Have You Written That Article Yet?.....	1
Joiners.....	65
Partisans.....	108
The Fox Under the Editor's Tunic.....	129
The Servant of All.....	193
Culture and the Parsnip.....	257
Education for Leadership, John Owen Gross.....	22
Eire Underwrites Tomorrow, Thomas W. Sheehan.....	174
Engleman, F. E., Security for the United States.....	49
English Manual for Teachers, Ed Duncan.....	41
Evidences of Plato's Philosophy of Education in the George Peabody Demonstration School, Clement M. Eyler.....	130
Eyler, Clement M., Evidences of Plato's Philosophy of Education in the George Peabody Demonstration School.....	130

First State Normal Holds to Its Course, The, Martin O'Connor	219
For a Better Integrated Programme, Ellis F. White	374
Fox Under the Editor's Tunic, The, Editorial	129
From a Teacher's Notebook, J. R.	103
Garrison, William Louis, What Kind of Maps Should Teachers Buy?	277
Goetch, E. W., Thirteenth Annual Teacher Placement Survey National Institutional Teacher Placement Association	298
Goodman, Clyde Mae, and Ralph W. House, A Limited Survey of the Constitutional Health of 41 Fourth-Grade Pupils	224
Gross, John Owen, Education for Leadership	22
Gypsy Gold, Mildred D. Hoyt	45
Haggard, W. W., Teacher Training in the State of Washington	217
Have You Written That Article Yet? Editorial	1
Hegel: His Philosophy and Its Educational Implications, Jack Allen	151
Herbart: His Philosophy and Educational Implications, R. Lofton Hudson	159
Hill, Henry H., Middle-of-the-Road Discipline	75
Hollis, Ernest V., Surplus Property and Veterans' Education	234
Honor to Whom Honor, Gordon Wilson	107
House, Ralph W. and Clyde Mae Goodman, A Limited Survey of the Constitutional Health of 41 Fourth-Grade Pupils	224
How One Laboratory School System Attacks Its Problems, J. W. Car- rington	327
Hoyt, Mildred D., Gypsy Gold	45
Hudson, R. Lofton, Herbart: His Philosophy and Educational Implications	159
Intake and Outgo, Dennis H. Cooke	206
Jaggers, Craddock H., Teaching Children According to their Individual Needs	322
Joiners, Editorial	65
Laboratory Schools and the Education of Teachers, The, Ralph M. Lyon and Associates	343
Lamson, Herbert D., Some of Us Teach	260
Limited Survey of the Constitutional Health of 41 Fourth-Grade Pupils, A, Ralph W. House and Clyde Mae Goodman	224
Long, J. K. "Behold, I Make All Things New"	229
Lyon, Ralph M., and Associates, The Laboratory Schools and the Educa- tion of Teachers	343
Martin, Florence, A Comparative Study of the Intelligence of Children from Private Homes and of Those from an Institutional Home	198
Matthews, J. C., The Pioneering Character of Demonstration School Teachers	332
Mead, A. R., A Church Appreciates the Teachers	167
Metter, Harry L., Supervised Student Teaching at the Eastern Illinois State Teachers College	349
Middle-of-the-Road Discipline, Henry H. Hill	75
O'Connor, Martin, The First State Normal Holds to Its Course	219
Partisans, Editorial	108
Peabody Bimonthly Booknotes	53, 109, 177, 240, 304, 381

Pioneering Character of Demonstration School Teachers, The, J. C. Matthews	332
R., J., From a Teacher's Notebook	103
Religion in Liberal Education, E. G. Rogers	292
Riley, Susan B., The Art of Survival	2
Rogers, E. G., Religion in Liberal Education	292
Role of Peabody College, The	67
Security for the United States, F. E. Engleman	49
Servant of All, The, Editorial	193
Shared Experience in Children's Literature, A, Ruth Overton Alsup	282
Sheehan, Thomas W., Eire Underwrites Tomorrow	174
Some of Us Teach, Herbert D. Lamson	260
Some Suggestions on How to Make College Classwork More Interesting, Gus Turbeville	16
Some Things Essential, Grace Stark	86
Stark, Grace, Some Things Essential	86
Stinson, Bess L., Lofton V. Burge, Techniques and Values of Parent Conferences	336
Study of the Teachers in the Small Rural Schools of South Carolina, A, Joseph Benton White	266
Supervised Student Teaching at the Eastern Illinois State Teachers College, Harry L. Metter	349
Surplus Property and Veterans' Education, Ernest V. Hollis	234
Teacher Looks Within Himself, A, Morris B. Cierley	82
Teacher Training in the State of Washington, W. W. Haggard	217
Teaching Children According to their Individual Needs, Craddock H. Jagers	322
Teaching, Learning, and Living Health, Chris A. DeYoung	105
Techniques and Values of Parent Conferences, Lofton V. Burge, Bess L. Stinson	336
Thirteenth Annual Teacher Placement Survey National Institutional Teacher Placement Association, E. W. Goetch	298
Those Interesting Sixes, Ruby Anderson	171
Tidwell, R. E., Use of Community Resources in Rural Schools	10
Turbeville, Gus, Some Suggestions on How to Make College Classwork More Interesting	16
Use of Community Resources in Rural Schools, R. E. Tidwell	10
Webb, Hanor A., The Cause of Controversy	221
What Kind of Maps Should Teachers Buy? William Louis Garrison	277
White, Ellis F., For a Better Integrated Programme	374
White, Joseph Benton, A Study of the Teachers in the Small Rural Schools of South Carolina	266
Why I Continue to Teach, Ethel Clark	194
Why I Quit, Sheldon E. Davis	78
Wilson, Gordon, Honor to Whom Honor	107
Wilson, Gypsy, The World's Best Seller	203
World's Best Seller, The, Gypsy Wilson	203
You Can Stop Smoking, R. T. DeWitt	100

PEABODY BIMONTHLY BOOKNOTES

Selected Professional and Cultural Books for a Teacher's Library

MAY 1947

Booknotes Committee: Ruby Cundiff, Susan B. Riley, Norman Frost, Chairman.

Secretary to the Committee: Martha Dorris.

Annotators for this issue: Ralph F. Berdie, A. L. Crabb, Ruby E. Cundiff, Norman Frost, Ruth Gillespie, Susan W. Gray, Elizabeth S. Greer, J. H. Lancaster, Louis Nicholas, Katherine Reed, Maycie K. Southall, Mary P. Wilson.

Arts

DANK, MICHAEL C. *Creative Crafts in Wood*. Manual Arts Press, c1945. 200p.

A book giving well-written directions for coping saw woodwork, wood stippling, and relief wood-chipping. The information concerning materials and tools make this a valuable book. The techniques are given in detail and clearly described. The book would have been much better, however, had the chapter on Design and Project Section been left out. The decorative designs throughout the book are poor.

McCLINTON, KATHARINE MORRISON. *A Handbook of Popular Antiques*. Random House, c1946. 46p. \$2.95.

A book which will interest the collector of small, less-expensive antiques such as china and glassware. Furniture is not discussed. The subjects have been chosen with particular reference to what is available in the shops today, their comparative values, and the identifying marks of these collectors' items. The book needs more illustrations.

McSPADDEN, J. WALKER. *Operas and Musical Comedies*. Thomas Y. Crowell Co., c1946. 607p. \$4.50.

A very valuable combination and condensation of Mr. McSpadden's Opera Synopses (1911) devoted to grand operas, and his Light Opera and Musical Comedy (1936) which is undoubtedly the most inclusive listing available of musical stage works in lighter vein. There are brief historical essays prefacing each section of the book, but the brief, to-the-point synopses and the inclusiveness of its more than 350 titles are its chief attractions.

MASON, BERNARD S. *The Book of Indian-Crafts and Costumes*. A. S. Barnes and Co., c1946. 118p. \$3.00.

A beautiful book. The photographs showing Indian costumes and the well-drawn illustrations would make the book a prize in any library. The interestingly written descriptions of costumes and crafts and illustrations of how they are made make the book a needed one for the study of Indian life, pageants, and plays.

PEARSON, HAYDN S. *The Countryman's Cookbook*. Whittlesey House, c1946. 309p. \$3.00.

This cookbook is not just another collection of recipes but a cookbook of many unusual recipes. You feel as you read the recipes that they come right from the heart and that they have been tried and found delicious and satisfying. Bits of food history are given throughout the book. The author certainly knows good food and likes it.

ROCKOW HAZEL K., and ROCKOW, JULIUS. *Creative Home Decorating*. H. S. Stuttman Co., c1946. 319p. \$3.50.

The marginal index to illustrations is an unusual feature of this book. The pictures showing the right and wrong treatment in room decoration are particularly good. Decorative schemes for twenty rooms are illustrated in color. This book of photographs, diagrams, and charts is an excellent guide for decorating and furnishing the home.

ROFFEY, MABEL. *Simple Basketry for Homes and Schools*. Pitman Publishing Corp. 91p. \$1.50. (Crafts for All Series).

A small book full of information for the basket-maker. Directions and illustrations for making baskets of cane, willow, and rush are given in a clear, concise manner.

STRINGHAM, EDWIN J. *Listening to Music Creatively*. Prentice-Hall, Inc., 1946. 479p. \$5.00.

A really outstanding book for classes in the appreciation of music, whether college students, music clubs, radio study groups, or intelligent individual seekers for help in improving their musical understanding and taste. The approach is novel and psychologically up-to-date; the presentation is vivid and engrossing; and the emphasis is always on listening to the music itself in an intelligent and discriminating fashion—in the terms of the title—creatively.

Children's Literature

ALDEN, RAYMOND M. *Once There*

Was a King. Bobbs-Merrill Co., c1946. 176p. \$2.00.

This is a new edition of *The Boy Who Found the King* which came out in 1922. The author also wrote *Why the Chimes Rang*. The colorful illustrations are by Evelyn Copeland. Grades 4-6.

BARR, JENE. *Conrad the Clock.* Wilcox and Follett Publishing Co., c1944. unpag. \$1.75

A slight story with amusing pictures in bright colors. Conrad was a magic clock which accounts for the clever antics throughout the story. Grades 1-3.

BENNETT, DOROTHY A. *The Golden Encyclopedia*; illustrated by Cornelius DeWitt. Simon and Schuster, Inc., c1946. 125p. \$2.50.

This is one of the Giant Golden Books which are published by Simon and Schuster. The arrangement is alphabetical with many references to other articles but they are not given in the more familiar "See" method used in adult books. For example, under *Animals* this comes at the end of the article, "To learn about the different animals look under *Birds*, *Fish* . . ." Seven kinds are named and the Index is also mentioned. Grades 4-6, and teachers can use it in grade 3.

BEYER, EVELYN. *All Babies Have Mumies and Daddies Just Like You*; illustrated by Dahlov Ipcar. William R. Scott, Inc., c1946 unpag. \$1.00.

A picture story-book comparing the family life of animals with that of humans. The child-like illustrations by Dahlov Ipcar are done in shades of yellows and browns. The book is spirally bound in cardboard covers, and is particularly well adapted for reading aloud to preschool children.

BOLTON, IVY. *Son of the Land.* Julian Messner, Inc., c1946. 211p. \$2.25.

A story of medieval England and a 16-year-old boy who, though born a serf, loved freedom and learned that it has to be earned, even fought for and is not just a free gift. Junior and senior high school. Illustrations give good picture of the times.

BOOTH, ESMA RIDEOUT. *Nyanqa's Two Villages.* Friendship Press, c1945. 126p. \$1.00.

A story of Africa which will be useful in grades 4-6 to give an understanding picture of some of the African tribes. It shows too some differences in villages where missionaries have been and where they have not reached. The book shows the good side of the coming of the white people.

BRILL, ETHEL C. *Madeleine Takes Command.* Whittlesey House, c1946. 204p. \$2.00.

Frontier life in early Canada is presented through the courageous story of Madeleine de Vercheres, who with her two brothers and a garrison of only seven people defended their home fort against hostile Indians. The story has historical background and the kind of romantic action that will

make it appeal to junior high-school pupils. The numerous black and white illustrations depict life in pioneer times.

BROWN, JEANETTE P. *A Little Book of Singing Graces*; illustrated by Lloyd Dotterer. Abingdon-Cokesbury Press, c1946. unpag.

A charming group of traditional Graces for little children. The melody is given for each and attractive illustrations make it an ideal gift book for children 1-4.

BURGESS, THORNTON W. *The Crooked Little Path*; illustrated by Harrison Cady. Little, Brown and Co., 1946. 184p. \$1.75.

This is a typical Burgess book and will be read by children with some pleasure. Might be used as a "ladder list" book to lead children to better nature books.

COBLENTZ, CATHERINE CATE. *Sequoia.* Longmans, Green and Co., 1946. 199p. \$2.50.

A delightful story for young people. Sequoia, a Cherokee Indian, lived in the days of Andrew Jackson. There is excitement and suspense. It is of unusual interest for children of this day to learn of a people who had no alphabet and how exciting it was to be able to write. Some even thought that it was the working of strange spells. For junior and senior high school.

DELAFIELD, CLELIA. *Mrs. Mallard's Ducklings.* Lothrop, Lee and Shepard Co., c1946. unpag. \$2.00.

This is an informational, as well as a recreational nature story for young readers up to about the fourth grade. The text relates the story of how Mr. and Mrs. Mallard Duck raise their family of fourteen little ducklings in the bunch grass along the lake. The twelve full-color nature prints and the similarly-colored end papers by Leonard Weisgard will delight grown-ups as well as the youngsters.

FMERY, ANNE. *Tradition.* Vanguard Press, Inc., c1946. 250p. \$2.50.

A well-written understanding story of Japanese-American young people and their problems, and that of other high school boys and girls in accepting them as Americans without the hyphen. An excellent book for high-school young people and an addition to the material on minority groups.

GARST, SHANNON. *Sitting Bull, Champion of His People.* Julian Messner, Inc., c1946. 189p. \$2.50.

Shannon Garst has produced in *Sitting Bull* another very readable biography for junior high school readers. Through the life of this famous Sioux chief is presented the Indians' struggles against the white man's intrusion. The story has plenty of action and thrilling adventures, and the black and white illustrations by Elton C. Fox portray perfectly the spirit of the story.

GORSKA, HAYINA. *Prince Godfrey.* Roy Publishers, c1946. 207p. \$3.00.

Phyllis Fenner, an authority on Chil-

dren's books, wrote the introduction in which she gives this book her unqualified approval. The author is Polish and the illustrator is Polish. The tales are reminiscent of the King Arthur stories. Good for story telling and for reading aloud. Grades 4-6.

HAYWOOD, CAROLYN. *Penny and Peter*. Harcourt, Brace and Co., c1946. 160 p. \$2.00.

The author of *B is For Betsy* presents in *Penny and Peter* a lovable story of the companionship and daily adventures of two mischievous little boys of six and eight years. The story has spontaneity and humor and the numerous black and white illustrations by the author enhance the text.

HOLBERG, RUTH LANGLAND. *Captain John Smith, the Lad from Lincolnshire*. Thomas Y. Crowell Co., c1946. 181p. \$2.00.

A good historical tale for junior high-school pupils. It begins when John Smith was a farmer's son and carries him through many thrilling adventures, through the founding of Jamestown, and even to his death in 1631.

JACKSON, K., and JACKSON, B. *Farm Stories*; illustrated by Gustaf Tenggren. Simon and Schuster, Inc., c1946. 92p. \$1.50.

One of the very attractive Giant Golden Books series. This one was awarded the prize in the Herald Tribune Spring Book award. For younger children.

KLEEMAN, RITA HALLE. *Young Franklin Roosevelt*. Julian Messner, Inc., c1946. 191p. \$2.00.

This biography of Franklin Roosevelt is devoted primarily to the youth of the remarkable FDR. The great leader is presented as a likeable, ordinary boy whose hobbies and experiences should appeal to students of junior high-school age. His later political life is briefly told without prejudice. There are numerous black and white illustrations by Lawrence Dresser.

KOHL, GRACE L. *A Picture Almanac for Boys and Girls*; designed and illustrated by Samuel Nisenson. Garden City Publishing Co., c1942. unpag. \$2.00.

This book has some of the qualities of an almanac and some of anniversaries and holidays. It tells what happened of great interest on each day of the year, including things about living people as George Bernard Shaw and about persons as long ago as Cleopatra. The index will make this book useful to use in finding facts. It will be a useful source for material and ideas for assembly programs, and for displays. It will have a decided value in providing short interesting material for the boy or girl who is not interested in long narrative writing. Grades 5-7.

KUNHARDT, DOROTHY. *More Please, the Hungry Animal Book*. Simon and Schuster, Inc., c1946. unpag.

A "toy" book which, while attractive, will neither wear nor give children back-

ground for real books. It creates a desire for all play.

LAU, JOSEPHINE SANGER. *Beggar Boy of Galilee*. Abingdon-Cokesbury Press, c1946. 192p. \$2.00.

An imaginative story of Caleb who lived during the time of Christ. It is an excellent story to interest boys and girls in grades 4-6 in further Bible stories. It makes the characters living people.

MACDONALD, GOLDEN. *The Little Island*; illustrated by Leonard Weisgard. Doubleday and Co., c1946. unpag. \$2.50.

The Little Island by the author of the *Little Lost Lamb* tells in poetic prose of a little island in a world of spring, summer, autumn, and winter with each season's accompanying plants and wild life. The beautifully-colored full-page illustrations, by Leonard Weisgard, add a magic touch to the descriptive text. The story is for grades one to four, but can easily be read aloud to younger children.

MOORE, CLEMENT CLARK. *The Night Before Christmas*; animated by Meg Wohlberg. Crown Publishers, c1944. unpag. \$1.00.

Although Meg Wohlberg makes beautiful illustrations, this combination of "pop-ups" and items that move is a plaything and not a book.

POTTER, BEATRIX. *The Tale of Peter Rabbit*. Fidler Co., c1945. unpag. \$1.00.

This new edition of the well-loved *Tale of Peter Rabbit* preserves the original text by Beatrix Potter with illustrations in color by Dirk. While the new illustrations are expressive, they lack the appeal, and can hardly be compared with the original Potter edition.

ROGERS, FRANCES, and BEARD, ALICE. *Jeremy Pepper*. J. B. Lippincott Co., c1946. 271p.

Jeremy was an apprentice to a glass blower. It is the famous Stiegel factory in Pennsylvania in 1743. The story is exciting and will be of interest not only to the young people for whom it was written but also to collectors to whom the name Stiegel means "the best in glass."

SEE, SAM. *The Eye-Cue Mother Goose and Other Tales*. S. C. Platt, c1946. unpag. \$1.25.

This is a play book which is really a jig saw puzzle with very few pieces in each picture. I would prefer it in a box rather than as a book.

STALL, DOROTHY. *Chukchi Hunter*. William Morrow and Co., c1946. 224p. \$2.00.

The story of Ankat who lived in Siberia. This gives a good picture of primitive life and the difficulty with which new ideas are received. Grades 4-6.

VARBLE, RACHEL M. *Romance for*

Rosa. Doubleday and Co., 1946. 276p. \$2.00.

This gives a good picture of life in the London of the 1660's, and when Rosa's parents both died she went to Virginia as a "bound girl." Her life in Virginia and her romance came to her when she was seventeen, though she had to wait 18 months before she had finished her period of indenture. Girls in grades 6-9 will like this story.

WARREN, BILLY. *Ride, Cowboy, Ride!* Reynal and Hitchcock, Inc., c1946. 187p. \$2.50.

A cowboy story for boys in grades 4-6. Danny learned what cowboys do and how important it is to follow orders. The author drew the pictures too. The end papers are in color while the rest of the illustrations are in black and white.

WEBER, LENORA MATTINGLY. *Riding High*. Thomas Y. Crowell Co., c1946. 295p. \$2.50.

This is by the author of *Sing for Your Supper*; *Meet the Malones*; and other stories for young people. In this story a dude ranch is the locale and Mrs. Weber's readers will welcome another of her stories about young people. Junior and senior high school.

WELLS, PETER. *Dolly Madison's Surprise* John C. Winston Co., c1946. unpag. \$1.25.

This book might be used to interest comic strip readers. The author also wrote *Mr. Tootshistle's Invention* which is a great favorite. Children should know that this is not accurate history and then the caricatures will add to their interest without distracting from their appreciation of the characters. Dolly Madison never looked nor acted as she is shown in the pictures but the book may lead to other books not so bizarre.

WERNER, ELSA JANE, comp. *The Golden Bible, From the King James Version of the Old Testament*; illustrated by Feodor Rojankovsky. Simon and Schuster, Inc., c1946. 124p. \$2.50.

Selected parts of the King James Version arranged to read smoothly. This should make a good introduction to reading the Bible itself. Grades 4-6. The illustrations may give the book wider use and art classes in 7-9 may use the book also.

ZIM, HERBERT S. *Elephants*; illustrated by Joy Buba. William Morrow and Co., 1946. unpag. \$2.00.

The author of *Submarines* and *Rockets and Jets* here presents simply and accurately the story of elephants for elementary school readers. Black and white illustrations by Joy Buba authentically depict the life and habits of this amazing animal and do much to add to the value of the book as supplementary informational reading. The large, clear type makes the book usable as early as first and second grades.

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